

Slovenia

VET in Europe - Country Report

2009

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The preparation of this report has been co-financed by the European Community.

Title: Slovenia. VET in Europe - Country Report 2009

Author: ReferNet Slovenia

Abstract:

This is an overview of the VET system in Slovenia. Information is presented according to the following themes:

1. General context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. Legislative and Institutional framework - provision of learning opportunities
4. Initial vocational education and training
5. Continuing vocational education and training for adults
6. Training VET teachers and trainers
7. Matching VET provision with labour market needs
8. Guidance and counselling for learning, career and employment
9. Financing - investment in human resources
10. National VET statistics - allocation of programmes

This overview has been prepared in 2009 and its reference year is 2008. Similar overviews of previous years can be viewed at:

<http://www.cedefop.europa.eu/EN/Information-services/browse-national-vet-systems.aspx>

More detailed thematic information on the VET systems of the EU can also be found at:
<http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx>

Keywords:

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Slovenia

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1. GENERAL CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

1.1 POLITICAL AND SOCIO-ECONOMIC CONTEXT

Slovenia is a democratic republic. The Head of State is the President of the Republic whose authority is mainly representative. Parliament consists of the National Assembly (*Državni zbor*) with 90 members (elected by general election every four years) which is the highest legislative authority, and the National Council (*Državni svet*) which is mainly an advisory body composed of representatives of different social interests. The government is composed of the president and 16 ministers. It is responsible for its policies to the National Assembly. In 2004 Slovenia became a member of the EU.

Slovenia is divided into 210 municipalities which are local self-governing communities. They are established by law following a referendum of the residents in a given territory. As a consequence, the number of municipalities grows periodically. The government's tasks at local level are performed by 58 administrative units.

As of February 2007 there are 12 statistical regions (NUTS-2 level), which are grouped in two cohesion regions (NUTS-1 level).

The government, however, is preparing a plan for new administrative regions. The number of the regions is not yet defined, but they might be between twelve and fourteen, who could be very similar to the actual regions.

In 2005, the government adopted Slovenia's development strategy¹, which defined objectives, development priorities, and corresponding action plans. Improving the quality of education and encouraging lifelong learning are among the priorities.

1.2 POPULATION AND DEMOGRAPHICS

The surface of Slovenia is 20 273 km². Its population on 30 September 2008 was 2 053 393, of that 3% temporary immigrants. The official language is Slovenian. In areas where Italian or Hungarian ethnic minorities reside, the official language is also Italian or Hungarian.

Since 1999 the population of Slovenia has grown every year, mainly due to rising net migration which increased substantially after Slovenia had entered the EU. In good employment conditions of 2008 it reached even 13.9 per 1 000 inhabitants. The natural population increase which has been negative in the period 1997-2005, is positive again since 2006 (1.27 per 1 000 in 2008). The fertility rate, falling almost continuously since 1980, is increasing since 2004. It was 1.38 in 2007 and around 1.5 in 2008. One of the reasons for this increase could be postponed births in the past, as about 60% of corresponding generations of women are enrolled in tertiary education. Meanwhile, life expectancy continues to increase (75 years for men and 82.3 years for women in 2007). Consequently, Slovenia's population is ageing. Though the old age dependency ratio (23.2 in 2008) is still lower than the EU average, the situation will worsen in the future. Within the assumptions of relatively moderate future fertility and migration rates and high improvement of mortality rates the shares of young (0-24) as well as prime-age (25-64) population will decrease (and so will the corresponding schooling generations of population), while the share of population older than 65 will increase (see table 1).

¹ *Institute of Macroeconomic Analysis and Development, 2005.*

According to the Convergence scenario of Eurostat's projection of the population of Slovenia, the old-age dependency ratio will surpass 36 in 2025 and 60 in the period after the year 2050.

TABLE 1: THE SIZE AND AGE COMPOSITION OF THE POPULATION OF SLOVENIA, 1995-2025							
	2002	2005	2007	2010	2015	2020	2025
POPULATION (1000)	1995.7	2001.1	2019.4	2036.6	2054.1	2057.6	2044.7
AGE STRUCTURE (IN %)	100.0	100.0	100.0	100.0	100.0	100.0	100.0
0-24	29.3	27.5	26.4	25.4	24.0	23.5	23.3
25-64	56.1	57.1	57.6	58.0	57.9	55.8	53.5
65+	14.6	15.5	16.0	16.6	18.1	20.7	23.2
OLD-AGE DEPENDENCY RATIO	20.8	22.0	22.9	23.9	26.7	31.8	36.6

Source of data: Statistical Office of the Republic of Slovenia and Eurostat, Population projections, EUROPOP 2008, Convergence scenario.

1.3 ECONOMY AND LABOUR MARKET INDICATORS

Since 1993 Slovenia's GDP has grown at an annual rate of around 4%, with a peak of 6.8 % in 2007, when Slovenia reached 89 % of the EU-27 average GDP per capita in PPS (purchasing power standards). GDP growth continued in the first three quarters of 2008, but was negative in the last quarter due to reduced foreign demand. It reached 3.5% on the year's average. In spite of that, favorable conditions at the labour market influenced by high economic growth since 2004, when Slovenia entered the EU, remained also in 2008. The economic structure of employment is changing towards a more service-based economy, although this process is still relatively slow (see table 2). Employment rates have been increasing since 2004. Slovenia's male employment rate is constantly slightly below the EU average, mainly due to lower employment in older ages. On the other side, the female employment rate is slightly higher of the EU average, due to former tradition enabled by relatively good system of child-care services. Employment rate in the age group 55 to 64 is still low (34.9 % in 2008). Though in increase, the average retirement age is lower than EU average and the employment conditions for older persons are relatively poor. In good employment conditions of 2008, the unemployment rate decreased to 4.4%. For the past 12 years the female unemployment rate is constantly higher than the male one. Though declining, the unemployment rates of young persons and of uneducated persons remain high (see tables 2 and 3).

TABLE 2: MAIN ECONOMIC AND LABOUR MARKET INDICATORS FOR SLOVENIA, 1995-2008 AND EU 2008

	SLOVENIA				EU
	1997	2002	2005	2008	2008
ECONOMIC COMPOSITION OF EMPLOYMENT (IN %)					
PRIMARY SECTOR AND UTILITIES	14.9	10.8	10.7	10.8	5.2
MANUFACTURING	32.0	30.8	29.2	26.1	15.5
CONSTRUCTION	5.8	6.0	6.0	7.0	7.3
SERVICES	46.8	51.8	53.6	54.7	60.5
- DISTRIBUTION AND TRANSPORT	21.4	23.1	21.9	21.3	22.2
- BUSINESS AND OTHER SERVICES	10.7	11.0	12.6	14.8	17.1
- NON MARKETED SERVICES	14.7	17.6	19.1	18.7	21.2
UNKNOWN ACTIVITY	0.4	0.7	0.4	1.3	11.4
EMPLOYMENT RATES (15-64)	63.5	63.4	66.0	68.8	65.9
- MEN	68.0	68.2	70.4	73.1	72.8
- WOMEN	59.0	58.6	61.3	64.4	59.1
- AGED 55-64	23.5	24.4	30.8	33.8	45.6
UNEMPLOYMENT RATES	7.4	6.4	6.5	4.4	7.0
- MEN	7.1	5.9	6.1	4.0	6.6
- WOMEN	7.6	6.8	7.1	4.9	7.5
- 15-24 YEARS OLD	17.6	16.7	16.0	10.5	15.4

Source of data: Labour force surveys, annual results, Statistical Office of the Republic of Slovenia and Eurostat, Labour market, 6.5.2009

TABLE 3: EMPLOYMENT AND UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%)										
		2002			2005			2007		
		15_24	25_49	50_64	15_24	25_49	50_64	15_24	25_49	50_64
EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%)										
EU27	TOTAL	36.7(i)	77.3(i)	50.2(i)	36.1	78.1	53.3	37.4	80	55.6
	ISCED0_2	25.7(i)	65.9(i)	40.5(i)	24.7	66.2	42.5	25.3	67.5	44.2
	ISCED3_4	47.8(i)	79.1(i)	54.3(i)	47.1	79.4	56.8	48.9	81.4	59.2
	ISCED5_6	61.7(i)	88.2(i)	71.8(i)	60.5	88.0	73.6	62.0	89.0	74.9
	NRESP	15.3(i)	73.4(i)	37.9(i)	4.6	73.7	5.0	5.1	74.6	6.6
SI	TOTAL	31.1	86.7	42.6	34.1	86.3	47.4	37.6	87.6	49.1
	ISCED0_2	9.3	75.2	35.1	14.0	74.0	37.7	16.4	74.5	39.6
	ISCED3_4	47.2	87.9	41.5	48.1	86.5	46.4	51.2	88.1	47.5
	ISCED5_6	61(u)	94.1	66.3	68.1(u)	93.9	68.1	79.4(u)	93.4	70.7
UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%)										
EU27	TOTAL	17.8(i)	8.2(i)	6.6(i)	18.5	8.0	6.7	15.4	6.4	5.5
	ISCED0_2	19.8(i)	11.3(i)	7.4(i)	21.7	11.6	7.8	19.9	10.3	6.9
	ISCED3_4	17.5(i)	8.4(i)	7.5(i)	17.2	8.2	7.6	13.3	6.1	5.8
	ISCED5_6	12.5(i)	4.5(i)	3.5(i)	14.1	4.7	3.8	11.3	3.7	3.2
	NRESP	14(i)	7.1(i)	6.7(i)	27.5	:	:	20.1	:	:
SI	TOTAL	14.8	5.1	4.3(u)	15.9	5.8	4.3(u)	10.1	4.4	4.1(u)
	ISCED0_2	25.8(u)	8.9(u)	4.7(u)	20.6(u)	10.6(u)	4.5(u)	13.2(u)	7.4(u)	4.9(u)
	ISCED3_4	12.4	5.0	5.2(u)	14.8	5.8	5.4(u)	9.4(u)	4.3	4.6(u)
	ISCED5_6	:	2.4(u)	:	:	3.3(u)	:	:	3.5(u)	:

Source of data: Eurostat. Labour market, March 2009, Last update: 04 Nov 08

Total public expenditure on education, at secondary level of education, totaled 1.4% of GDP in 2005, which is below the EU-25 average (2.3%), however methodological explanation must be taken into the consideration: expenditure of lower secondary level of education is reported under primary level of education.

1.4 EDUCATIONAL ATTAINMENT OF POPULATION

In Slovenia, the educational structure of the population, aged 25-64, has been improved in the period 2002 - 2008. The share of people with lower education decreased by 4.7 p.p., the share of people with upper secondary education decreased by 1.4 p.p., while the share

of people with tertiary education increased by 8.2 p.p. Improvement in the educational structure of adult population is mostly the consequence of high participation rates of young people, aged 15-24 in upper secondary and tertiary education (see also section 2.1). However, despite improvement, Slovenia still lags behind the EU-27 in the share people with tertiary education (see Table 5).

	SLOVENIA			EU27		
	2002	2005	2008	2002	2005	2008
ISCED 0-2	22.7	19.7	18.0	33.5	30.5	28.4
ISCED 3-4	60.8	60.1	59.4	44.8	46.6	47.1
ISCED 5-6	14.5	20.2	22.6	19.5	22.4	24.2

Source: EUROSTAT, LFS.

The percentage of young people aged 18-24 with only lower secondary education, not in further education and training, compared to EU-27 average, is low (see Table 6). This is influenced by high participation rate of young people, aged 15 - 19 years in upper secondary education. In the year 2006 this rate reached 79.5%, which is well above European average (57%) and this share has increased in the period 2000 - 2006. This trend has led to high graduation rates of young persons in upper secondary education, which reached 97% in 2006². However, it has to be mentioned that the young people, who dropped out of regular schooling in secondary school, have the opportunity to participate in secondary education as adults³. According to the Resolution on the Master Plan for Adult Education in the Republic of Slovenia until 2010, came into force in 2004, one of the goals is to raise the educational level of adult population; individuals should be given the possibility to participate in primary, secondary and postsecondary vocational education. Regarding the Adult Education Act (2006) which determines the fundamental principles of Adult Education in Slovenia, the performing of master plan for adult education is determined in yearly program, adopted by the government.

	2002	2003	2004	2005	2006	2007
EU (27 COUNTRIES)	17.1	16.6	15.9	15.5	15.2	14.8
SLOVENIA	4.8 (u)	4.3 (u)	4.2 (u)	4.3 (u)	5.2 (u)	4.3 (u)

Source of Data: Eurostat; EU Labour Force Survey.

² Source: OECD, *Education at a Glance, 2008*. Upper secondary graduation rates are defined as percentage of upper secondary graduates in the population at the typical age of graduation.

³ It is called "adult education", which is formal upper secondary adult education after regular education has been interrupted. The individual may participate in adult education, regardless the age, the status of activity and other characteristics.

Note: Early school dropouts refers to persons aged 18 to 24 in the following two conditions: the highest level of education or training attained is ISCED 0, 1, 2 or 3c short and respondents declared not having received any education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding no answers to the questions "highest level of education or training attained" and "participation to education and training". Both the numerators and the denominators come from the EU Labour Force Survey.

(u) Unreliable or uncertain data

GRADUATES IN ISCED 3-6 BY FIELD OF EDUCATION AND SEX

The number of graduates in upper secondary pre-vocational and vocational education (ISCED 3vpv) decreased in the period 2002-2006. This is because the interest of people to participate in vocational programmes has been decreasing in the last years and the number of enrolments into these programmes also. In the period 2002-2006 the number of people⁴, enrolled in pre-vocational and vocational upper secondary education programmes (3voc) fell down by 12.7%. The negative trend was observed in all years in this period. This trend is linked to the increasing interest of young people to progress to higher education. The number of people enrolled in general programmes (designed to provide direct access to level 5A⁵) rose in all observed years in this period (from 29.7% in 2002 to 33.8% in 2006). The share of people participating in upper secondary vocational programmes designed to provide direct access to level 5B slightly increased (from 43.4% in 2002 to 44.4% in 2006), while the share of people enrolled in upper secondary programmes not designed to provide direct access to level 5A or 5B, decreased in the period 2000-2006 (from 26.9% in 2002 to 21.8% in 2006; see Graph 1). Structural problems on the labour market related to the structure of enrolment in secondary schools are present. These developments have translated into a deficit of certain occupation profiles on the labour market. Meanwhile the number of people, enrolled in tertiary education increased rapidly and a strong shift in participation of people, aged 20-24 in tertiary education was observed. In Slovenia the number of graduates in programmes 4vpv increased in the period 2002 - 2006, but it is quite low.

The share of women, enrolled in upper secondary pre-vocational and vocational programmes (ISCED3vpv) and the share of women graduating from these programmes are lower than the share of men, while at general programmes (ISCED3gen) it is quite opposite. In tertiary education the share of women is higher than the share of men, which is also connected with higher share of women, enrolled in programmers, at ISCED 3, leading to tertiary education (see table 7).

⁴ Full-time and part-time.

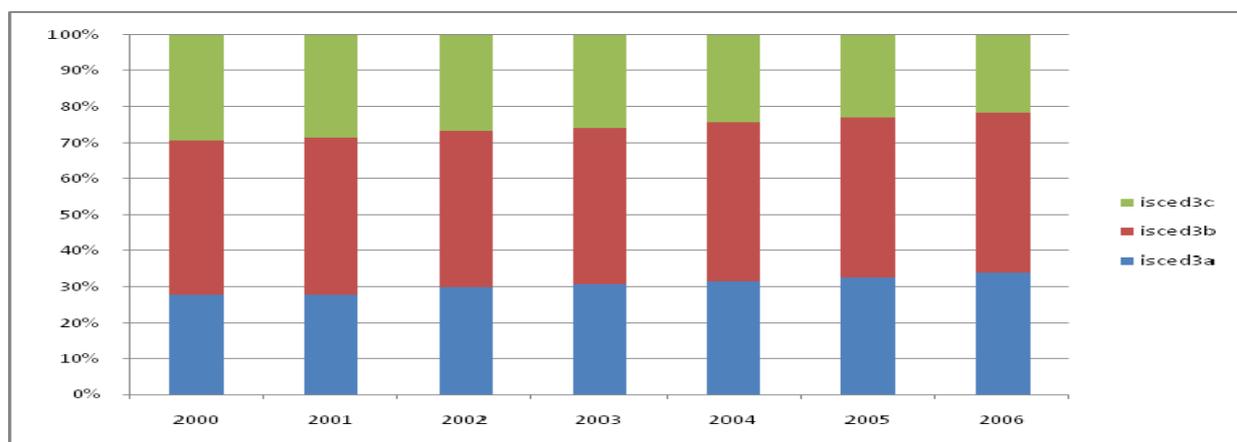
⁵ General programmes, designed to provide direct access to level 5A are programmes Isced 3a.

TABLE 7: GRADUATES IN ISCED 3-6 BY FIELD OF EDUCATION AND SEX, SLOVENIA AND EU27, THE NUMBER										
	SEX	2002			2004			2006		
		ISCED 3VPV	ISCED 4VPV	ISCED 5_6	ISCED 3VPV	ISCED 4VPV	ISCED 5_6	ISCED 3VPV	ISCED 4VPV	ISCED5_6
EU27	T	2293348 (s)	379912 (s)	3165155 (s)	2366669 (s)	421341 (s)	3595504 (s)	2853434 (s)	428945 (s)	3846498 (s)
	M	1244986 (s)	171634 (s)	1335544 (s)	1263141 (s)	195713 (s)	1482590 (s)	1545275 (s)	199261 (s)	1573072 (s)
	F	1063240 (s)	208279 (s)	1829612 (s)	1103528 (s)	225628 (s)	2112914 (s)	1308159 (s)	229685 (s)	2273425 (s)
SI	T	22153	479	14278	21820	658	14888	20253	554	17145
	M	11205	268	5804	11498	438	5892	10435	270	6531
	F	10948	211	8474	10322	220	8996	9818	284	10614

Source: EUROSTAT.

Note: s - Eurostat estimate.

GRAPH 1: THE STRUCTURE OF PEOPLE (1), PARTICIPATING IN SECONDARY EDUCATION (2), BY EDUCATIONAL PROGRAM, SLOVENIA, 2000 - 2006, IN %



Source: EUROSTAT.

Notes:

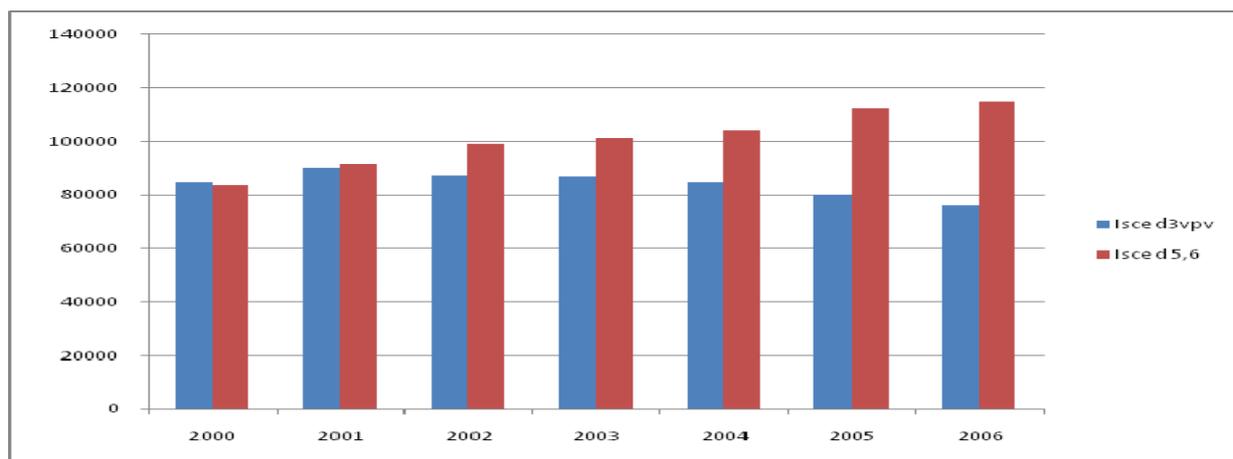
(1) Full time and part time.

(2) ISCED 3a - upper secondary programmes designed to provide direct access to level 5A, ISCED 3b - upper secondary programmes designed to provide direct access to level 5B, ISCED 3c - upper secondary programmes not designed to provide direct access to level 5A or 5B.

In the period 2002-2006 the number of graduates in tertiary education (ISCED 5- 6) increased, which is connected with higher participation rates in tertiary education. After 2000 the number of higher education institutions and the number of post-secondary vocational schools, the number of enrolment places and the number of people, enrolled in tertiary education increased rapidly. Increasing participation of youth in tertiary education

is in line with the objective of Slovenia's Development Strategy. Furthermore, the participation of the generation at enrolment age is gradually approaching the Slovenia's development strategy target (at least 55%)⁶. However, the efficiency of study is at very low pace. Compared to other European countries, the average duration of study in Slovenia is among the highest, while survival rates⁷ are lower than in most other European countries, therefore the number of graduates from tertiary education could be even higher.

GRAPH 2: THE NUMBER OF PEOPLE (1), ENROLLED IN PROGRAMMES ISCED3VPV AND ISCED5-6 (2), SLOVENIA, 2000-2006



Source: EUROSTAT.

Notes:

(1) Full time and part time.

(2) The number of students enrolled in programmes 4vpv is very small and it could not be seen from the graph that is why it is not represented in graph.

UPPER SECONDARY COMPLETION

Following high participation rates in secondary education and high graduation rates of young people in secondary education, the percentage of the population aged 20 to 24 having completed at least upper secondary education is well above the European average; in the year 2007 it totaled 91.5%, compared to the European average of 78.1%. The percentage of women aged 20 to 24 having completed at least upper secondary education is higher than the completion rates of men, which is the consequence of higher participation rates among women in education. Not only participation rates of young people, aged 15-19 years in upper secondary education are high, but also participation rates of young people, aged 20-24 in tertiary education (ISCED 5- 6) are high and has been

⁶ According to IMAD's calculations, the share of 20-year-olds enrolled in tertiary education in the academic year 2007/2008 was 54.8%.

⁷ The ratio between the number of graduates in a given tertiary education course and the number of freshmen enrolled N years ago, expressed as a percentage.

improving in the last years. The share of young people, aged 15-24, participating in formal education, grew rapidly since 2000. Positive trend was observed from 2000 onwards. This share totaled 69.7% in 2006 (EU27: 59.3%) and grew by 10.4 p.p. (EU27: 4.3 p.p.). Considering these facts, the average education structure of population has improved significantly in the period 2002-2008.

TABLE 8: YOUTH EDUCATION ATTAINMENT LEVEL - PERCENTAGE OF THE POPULATION AGED 20 TO 24 HAVING COMPLETED AT LEAST UPPER SECONDARY EDUCATION, SLOVENIA AND EU27, 2002, 2004, 2006, IN %									
	2002			2005			2007		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EUROPEAN UNION (27 COUNTRIES)	76.7	79.3	74	77.5	80.2	74.9	78.1	80.8	75.5
SLOVENIA	90.7	93.3	88.3	90.5	93.2	88	91.5	94.3	89

Source: EUROSTAT.

LIFE-LONG LEARNING

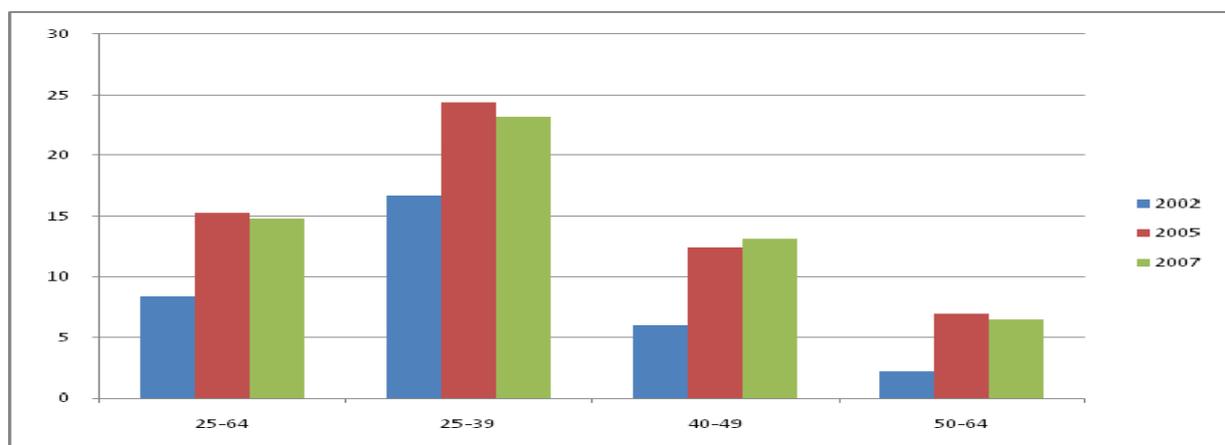
Participation in lifelong learning in Slovenia (percentage of the population aged 25-64 participating in education and training), which is important for the employability and productivity of individuals totaled 14.8% in 2007, which is nevertheless still well above the EU-27 average (9.7%), but it decreased between 2005 and 2007. Participation in life-long learning is usually tied to the needs of work. Participation of the elderly is more modest, which is probably connected to lower activity rates of elderly employed. The modest participation of the less educated and elderly presents a challenge with respect to economic development and population ageing.

TABLE 9: LIFE-LONG LEARNING (ADULT PARTICIPATION IN EDUCATION AND TRAINING) - PERCENTAGE OF THE POPULATION AGED 25-64 PARTICIPATING IN EDUCATION AND TRAINING OVER THE FOUR WEEKS PRIOR TO THE SURVEY, SLOVENIA AND EU27, 2002, 2005 AND 2007, IN %									
	2002			2005			2007		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EUROPEAN UNION (27 COUNTRIES)	7.2	7.8	6.6	9.8	10.5	9	9.5	10.3	8.6
SLOVENIA	8.4	8.9	7.9	15.3	17.2	13.6	14.8	16.1	13.5

Source: EUROSTAT.

Note: due to methodological changes and break of break in series in 2003, the data for 2002 are not comparable to those for 2005 and 2007.

GRAPH 3: LIFE-LONG LEARNING (ADULT PARTICIPATION IN EDUCATION AND TRAINING) - PERCENTAGE OF THE POPULATION AGED 25-64 PARTICIPATING IN EDUCATION AND TRAINING OVER THE FOUR WEEKS PRIOR TO THE SURVEY, SLOVENIA, 2ND QUARTER, 2002, 2005 AND 2007, BY AGE GROUPS, IN %



Source: EUROSTAT.

Note: due to methodological changes and break of break in series in 2003, the data for 2002 are not comparable to those for 2005 and 2007.

PARTICIPATION RATES IN VET MOBILITY PROGRAMMES

In Slovenia, the number of individuals from different target groups (students, undergraduate students, young workers, mentors, language mentors) who participated in Leonardo da Vinci mobility programmes, rose in last years (see table 10).

	2000	2001	2002	2003	2004	2005	2006
TOTAL	192	293	323	364	525	724	689
STUDENTS	68	70	95	115	235	253	264
UNDERGRADUATE STUDENTS	45	46	70	70	76	146	91
YOUNG WORKERS	21	22	24	42	36	81	57
MENTORS	65	134	89	94	138	244	269
LANGUAGE MENTORS	11	15	32	43	40	0	8

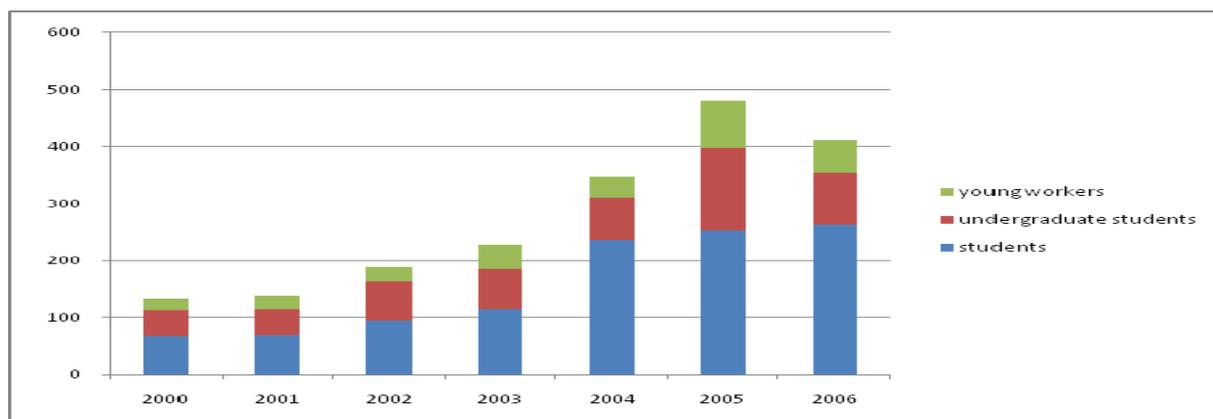
Source: Od Sokratesa in Leonarda, --- do programa Vseživljenjsko učenje, Cmepius, 2006.

Note: (1) Individuals from Slovenia who went abroad.

The mobility projects which are designed for practical training of individuals abroad represent a vital part of the Leonardo da Vinci programme. The prime target groups of mobility are individuals which are included in initial vocational education and training (source: From Socrates and Leonardo to lifelong learning programme, 2007: 12). The

number of students, undergraduate students and young workers, who participated in Leonardo da Vinci programmes, totaled 412 in 2006 and rose significantly in the period 2002-2006. In 2006 the positive trend in the number of participants was interrupted for the first time after the year 2000. The prime target groups of mobility are individuals which are included in initial vocational education and training (source: From Socrates and Leonardo to lifelong learning programme, 2007: 12), which can be also seen from the graph 4.

GRAPH 4: THE NUMBER OF STUDENTS, UNDERGRADUATE STUDENTS AND YOUNG WORKERS WHO PARTICIPATED IN PRACTICAL TRAINING PROGRAMMES, SLOVENIA, 2000 - 2006



Source: From Socrates and Leonardo to lifelong learning programme, 2007: 12, Cmepius, 2006.

Note: The number of participants for the years 2007 and 2008 is not final yet, however it is expected this number will reach 608 in 2007 and 616 in 2008 (Cmepius - internal data, 2009).

1.5 DEFINITIONS

GENERAL EDUCATION/ SPLOŠNO IZOBRAŽEVANJE

General education should prepare students for higher academic education, stimulate creativity and develop knowledge and personal skills, needed for later success in professional career and life. It ensures a broad general education and establishes knowledge, which is a common base for all streams of academic higher education. It stimulates development of critical thinking and judgment, which is based on understanding of cause-consequence connectedness of natural and social phenomena through space and time. General Education serves as a basis for all primary and secondary education. General education in Slovenia is by definition primary school and general secondary school, but is also a basic part of most VET programmes.

PRE-VOCATIONAL EDUCATION AND TRAINING / PREDPOKLICNO IZOBRAŽEVANJE

Pre vocational education is a form of education and training whose goal is to introduce individuals into working life. It should give them initial information on work, availability and type of work, introduce key competences and show a path to a profession. It makes easier for the students to choose a more specific education. The term of pre-vocational education is not to be mistaken for general education and it has never really grown roots

in Slovenian system. It is usually a part of secondary education programmes, connected with the transition from education and work.

VOCATIONAL AND PROFESSIONAL EDUCATION AND TECHNICAL EDUCATION / POKLICNO IN STROKOVNO IZOBRAŽEVANJE IN TEHNIŠKO IZOBRAŽEVANJE

a) Vocational Secondary education (*Srednje poklicno izobraževanje*)

Students who successfully finished elementary school (*osnovna šola*) or short-term vocational education program can enrol in the secondary vocational education. The basic objectives of secondary vocational education emphasize on development of skills for transfer of vocational knowledge to untypical situations and ability for problem solving and for mastering different work techniques and different technological procedures.

b) Vocational-technical secondary education (*Poklicno-tehniško izobraževanje*)

Students, who have gained secondary vocational education and fulfil other conditions determined by particular educational programme, can enrol in vocational technical education. The main objectives of vocational technical education are a systematic upgrading of secondary vocational education. Vocational technical education enables students of secondary vocational education to gain secondary technical education. Characteristics, objectives and the level of education in vocational technical education is equivalent to the level of secondary technical education. Vocational technical education enables enrolment in higher vocational education.

c) Technical secondary education (*Srednje strokovno izobraževanje*)

Students who have successfully finished elementary school or secondary vocational education can enrol in secondary technical education. The main objectives of secondary technical education are a systematic upgrading of the general education in all basic general subjects, typical for secondary education. Teaching of general subjects allows awareness of appropriate science disciplines and in chosen examples allows deepening of theoretical principles which are a basis for understanding a profession.

TERTIARY EDUCATION / TERCIARNO IZOBRAŽEVANJE

Education following secondary education or its equivalent and ensures a more detailed knowledge and skills than secondary education. In Slovenia *terciarno izobraževanje* (tertiary education) encompasses higher and academic higher education, but not other forms of education that do not offer levels of education after secondary education.

FURTHER EDUCATION/FURTHER TRAINING/ NADALJNJEGA IZOBRAŽEVANJA/ NADALJNJE USPOSABLJANJE

The programmes of vocational further training enable advanced studies for retraining in the same level of VET. The programmes for improvement are also intended for further education of teachers. Education or training with the intention of updating, improving or supplementing previously gained knowledge and skills.

POST-SECONDARY NON-TERTIARY EDUCATION/*VIŠJE STROKOVNA ŠOLA* / POST-SECONDARY VOCATIONAL COLLEGE

Post secondary vocational schools are carrying out two-year programmes of higher vocational education. Programmes end with a diploma and they enable a more thorough study on a chosen vocational field in all professional sectors. Post secondary vocational schools are not part of the higher education, and thus enrolment criteria used by university and other higher education programs do not apply to them.

TRAINING / *USPOSABLJANJE*

Training is a form of practical education, where the emphasis is on acquiring of practical skills needed for performing of certain profession. Usually it does not include demanding intellectual efforts or theory. It is conducted as a practical lesson or as education in the working process, or work practice or direct training for initiation in work.

INITIAL VOCATIONAL EDUCATION AND TRAINING (IVET) / *ZAČETNO (TEMELJNO) POKLICNO IZOBRAŽEVANJE*

IVET is a form of education undertaken before first employment or profession. Students enroll after finishing primary school and it usually lasts for two to four years. The main goal of IVET is to prepare an individual for a selected profession or work. It usually consists of formal education as well as of practical training.

CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET) / *NADALJEVALNO IZOBRAŽEVANJE*

Education and training which updates and broadens the knowledge gained during basic education. It is undertaken when individual needs to acquire knowledge required by a certain profession. The aim of CVET can be improvement of already gained competences or acquiring new competences needed for mobility or promotion.

SCHOOL-BASED PROGRAMMES / *PROGRAM NA PODLAGI ŠOLE*

Typically they are conducted in the schools, with a shorter or longer period at an employer.

ALTERNANCE TRAINING / *ALTERNACIJA*

System of vocational education and training combining formal education with gaining work experience. It is a formal vocational education in which part of practical education takes place directly in the work process.

APPRENTICESHIP / *VAJENIŠTVO*

Apprenticeship is a special form of education through which youth can start performing tasks of a certain profession at the end of secondary education. In Slovenia the term apprenticeship is mostly used in connection with Vocational secondary education in the dual system, otherwise the term is rarely used. Apprenticeship is usually offered by the employers and is in most cases wholly or partly financed by the government. The

apprentice receives compensation or other form of stimulation. The employer ensures education, training gaining work experience and sometimes even employment at the end of term. Practical education can be conducted as education during work, or along with work or combination of both.

CURRICULUM / KURIKULUM/UČNI NAČRT

A Curriculum can be a program, *predmetnik* (weekly schedule of subjects), *učni načrt* (learning plan) for an individual subject. It often means all of the above and also, ways, methods, intentional and unintentional effects of educational process.

QUALIFICATION / KVALIFIKACIJA

Qualification can be an educational attainment, experience and training of an individual. It can also be a formal certificate proving that an individual successfully completed education, but this use has never settled in Slovenia where expressions like certificate, school report, and diploma are more common.

SKILLS / SPRETNOSTI

Skills are experiences, acquired abilities, needed for performing some work or task. It is also a result of education, training which, accompanied by required knowledge, represents a competent, skilled worker. Skills usually refer to systematical activity, mental or physical, methods or strategies, required for performing a task. It can be either applied to demands of work or ability of individual to perform task.

COMPETENCE / KOMPETENCA

Ability, capability to do something, and to do it well or efficiently.

Ability to fulfill the demands for a certain employment (suit the terms of employment).

2. POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

2.1 OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

2.1.1 NATIONAL LLL STRATEGY

Implementing lifelong learning is at the heart of the single programming document, which is the basis for carrying out activities supported by the European Social Fund (ESF) for the period 2004-06.

In January 2007, Slovenia prepared a draft lifelong learning strategy, which was presented for public discussion. In 2007, it was discussed by the three most senior expert government bodies in education: the Council of Experts for General Education, the Council of Experts for Vocational and Technical Education and the Council of Experts for Adult Education.

The proposed strategy speaks of 'strategic cores' for implementing lifelong and life wide dimensions of learning:

- a comprehensive and coherent systemic design for all learning;
- a range of opportunities and purposes for learning;
- learning in its life wide dimension;
- diversity and flexibility of provision;
- learning tailored to the individual's needs;
- key competences for learning and personal growth;
- learning for successful professional careers and quality work;
- learning as a source and driving force of community development;
- possibilities to validate and certify all knowledge and competences however obtained;
- guidance; and
- advisory help and information.

The strategy proposes the following measures:

- improving the quality of education and training by modernizing programmes, curricula and catalogues of knowledge from a lifelong learning perspective, developing educational and teaching strategies and providing quality training for professional staff;
- developing various forms, methods and pathways of learning and suitable systems for recognizing knowledge;
- improving access to education and learning;

- creating a suitable normative environment;
- strengthening research and development and the non-governmental sector as a partner of the State; and
- creating suitable infrastructure, securing financial resources, preparing operational programmes to implement measures and promoting the strategy.

The strategy highlights the need to increase and stimulate investment, especially private investment in learning. Education and development of key competences can be more effective by adjusting how lifelong learning is organized and by developing innovative teaching methods and techniques adapting them to the needs of individuals or social groups. Special measures are needed for disadvantaged groups, to increase their involvement in various forms of lifelong learning. It is also necessary to divide responsibility for education between employers and employees and to strengthen equity in education and training.

This strategy gives the framework for human resources development operational programmes (HRDOP) 2007-13 (education and training for competitiveness and employability, stimulating the employability of job-seekers and the inactive, equal opportunities in the labour market and strengthening social inclusion), which will be co-financed by ESF. Many projects have been launched in 2009 in order to support this strategy.

2.1.2 POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

After entering the European Union in 2004 and adopting the euro in 2007, Slovenia has been rapidly developing a service-based economy, with the main emphasis on knowledge and creativity. In 2006 the Slovenian government adopted a framework for economic and social reforms to increase welfare in Slovenia, within which effective development of new knowledge, lifelong learning, two-way flow of knowledge for economic development and social inclusion and quality jobs all have a central role. This is also reflected in new legislation. The following education acts were adopted: Vocational and Technical Education Act, Post-secondary Vocational Education Act, Act on Changes and Completion of National Occupational Qualifications and the National Programme on Adult Education.

New legislation has the following aims at the centre of it:

- develop VET to meet the needs of modern technological and social developments, as well as the needs and interests of individuals participating in it, considering the growing role of international cooperation and multiculturalism;
- improve quality in schools and in work-based learning and the international comparability of vocational and technical education and qualifications;
- provide greater flexibility of programmes in upper secondary vocational and technical education through modularization and development of a credit transfer system in VET and opening up the curricula for regional needs. The goal is to prepare flexible and openly structured curricula, which will enable students and in particular adults to undertake step-by-step education, by combining modules and competences already acquired in formal, non-formal and informal settings;
- further develop validation of non-formal and informal learning and competences and strengthen the link with the formal education system within the national qualifications framework;

- strengthen social partnerships at all levels and in all phases of planning, development and implementing VET programmes;
- develop new methods of teaching and learning and provide other educational conditions in upper secondary schools, as well as companies, to improve early intervention and reduce the drop-out rate in vocational and technical education;
- enable transition between different types of schools, especially between vocational and technical and general secondary education, while at the same time systematically opening pathways for acquiring qualifications in different occupations (vocational courses);
- promote entrepreneurship by improving links between education and working life, enriching teachers' knowledge in using information and communication technology and ensuring better educational content and methods;
- provide support and guidance for each individual as well as for pupils with special educational needs and immigrants;
- increase the accountability and responsibility of providers by setting up a new VET financing system;
- develop teachers' and trainers' competences;
- ensure that by 2013 the proportion of those aged 18 to 22 years with at least an upper secondary qualification will rise to 95 %. The aim for 2007 is 91 % (Ministry of Education and Sport); and
- ensure that by 2013 all VET providers will have a quality development and assurance system in place.

2.1.3 CURRENT DEBATES

At the moment the most attention is being paid to the implementation of a new generation of programmes. To this end all employees of the education providers are being trained. The credit system and transferability of the credit points in the recognition of formally and non-formally gained knowledge are also considered to be of the utmost importance. There is also a debate on the education system as a whole going on, as well as the preparation of a new White Paper.

2.2 THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

NATIONAL QUALIFICATIONS FRAMEWORK

The Slovenian overarching National Qualifications Framework is currently being developed. The development takes into account outcomes of several conferences organised in 2005 and 2006 on the implementation of EU Qualification framework and a broad support of all relevant stakeholder.

In 2006, the Slovenian government adopted the Decree on introduction and use of Classifications System of Education and Training (Klasius), which provides the formal basis for building Slovenian qualifications framework and introduces 8 levels and 2 sublevels. It is as a key national standard to collect, process, analyze and demonstrate the statistical

and analytical data which are important to illustrate the developments in social, economical and demographical situation in Slovenia.

The main objectives to be achieved by the NQF in Slovenia are:

- Improving the transnational understanding of Slovenian qualifications as well as the possibilities of transfer;
- Supporting coherent approaches to LLL by providing access, progression, recognition of learning, coherency and better use of qualifications;
- Improving transparency of qualifications for individuals and employers;
- Necessity for the education and training system to be better responsive to employers needs and their involvement in assessment and certification;
- Ensuring capacity to certify knowledge, skills and competence that have not yet been incorporated in formal education and training programmes and provide better link and transferability between education and training and certification system;
- Improving efficiency of the process of achieving qualifications focused on the needs of the labour market (e.g. re-qualification);
- Enabling individualized pathways mainly for adults and drop-outs;
- Integration of the different qualifications sub-systems (education and training); and
- Improving the access to qualifications issues by the tertiary system and thus increasing the percentage of people with post-secondary VET and higher education qualifications.

The work on NQF in Slovenia is coordinated by the Steering group, composed of representatives of the Ministry of Labour, Family and Social Affairs, the Ministry of Education, Sport and the Ministry of Higher Education, Science and Technology, the Institute of the Republic of Slovenia for Vocational Education and Training, and social partners. Administrative support will be provided by the Institute of the Republic of Slovenia for Vocational Education and Training. Financially the project will be supported by national budget and ESF. There are studies performed to support the further development.

QUALITY ASSURANCE

Slovenia has a clear policy in quality assurance based on a new Vocational and technical education Act (2006) introducing quality assurance mechanisms.

Quality assurance is tested in several steps. First the providers of formal education have to get verified and get registered as a national provider. The personnel and rooms, environment for education are being controlled. This falls under the responsibility of the Ministry of Education and Sport. As far as the control of the quality of the process is concerned, Slovenia is building a self evaluation system. According to the legislation, the Experts' council for Vocational Education determines the quality factors. The recognised providers are obliged by law to at least go through and publish the results. The data is then collected by the National Institute for Vocational Education.

Vocational Education Act decrees that all new programmes have to be credit-wise valued. Since currently most of the programmes have been modernized it follows that they have also been credit-wise valued.

EDUCATIONAL AND VOCATIONAL MOBILITY

New VET curricula are developed following the principles of the Copenhagen declaration and Maastricht and Helsinki communiqués. Curricula are flexible, modularized and competence-based. Greater transparency in defining learning outcomes (knowledge, skills and competences) for qualifications (and the units - modules - which are transferable between VET programmes and can contribute to a full qualification) allows more flexibility, bringing many advantages to students. Open-structured national curricula support development and innovation in schools, cater for teamwork and peer-learning among teachers and schools. The flexible VET system supports individualized learning pathways and schools must provide more support to individuals (individualized learning plans). Certificate supplements are being developed for all new VET programmes. Under the new VET law individuals have the right to have their non-formally and informally acquired competences validated and recognized when entering the school system. All qualifications are classified in accordance to *Klasius* (a classification of education and training, the government adopted in 2006).

GEOGRAPHICAL MOBILITY IN VET

The number of entered mobility projects is getting bigger each tender year. Among the most numerous organisation applying the mobility projects are secondary vocational schools, their share is 50%, but the application of small and middle enterprises is still low. The most mobile is thus target group pupils (in 2008: 285 participants), individuals on the labour market and lastly professional workers in PIU (in 2009: 91 participants).

TABLE 1. STATISTICS FOR LEONARDO DA VINCI MOBILITY (SLOVENIA) - NUMBER OF MOBILITIES								
LEONARDO DA VINCI II								
YEAR/TARGET GROUP	2000	2001	2002	2003	2004	2005	2006	2007
IVT	68	70	95	115	235	216	264	280
YOUNG WORKERS/PLM	21	22	24	42	36	48	57	45
MENTORS/VETPRO	76	149	121	137	178	230	269	232
LEONARDO DA VINCI II								
CONTRACT YEAR/TARGET GROUP	2000	2001	2002	2003	2004	2005	2006	2007
PROJECT NUMBER	35	49	53	56	61	49	75	49
NUMBER OF MOBILITY	165	241	240	294	449	494	590	557

Tools to improve transparency are being implemented successfully. The National Institute of the Republic of Slovenia for Vocational Education and Training (CPI) produces Europass certificate supplements. A Europass Centre was set up and a national project group to implement Europass established. Activities to promote and coordinate a common framework for Europass transparency are underway.

CPI is the contact point for networks, such as Cedefop's ReferNet and TTnet. The Centre for International Mobility and Programmes (*CMEPIUS*) is responsible for implementing the integrated lifelong learning programme (European Parliament; Council of the European Communities, 2006).

Slovenian educational institutions and organizations actively participated in the Leonardo da Vinci programme and benefited greatly from transnational mobility, building partnerships across Europe to improve the quality of education and training, stimulate and transfer innovation, strengthen the European dimension and acquire knowledge and competences in different settings. International mobility is an important element of the HRDOP 2007-13 and the integrated lifelong learning programme.

Europass, which is managed by the Institute of the Republic of Slovenia for Vocational Education and training, provides all required information for the use of this document and the needs

2.3 POSSIBLE PROJECTIONS OF THE FINANCIAL CRISIS ON VET POLICIES

2.3.1 THE FORESEEN CONSEQUENCES OF THE CRISIS ON VET

According to our estimates the global financial crisis has not made impact on the enrolment trends in VET as of yet. Nevertheless the lowering enrolment trends, recorded in the past few years are continuing.

In the school year 2009/2010, 57.5% new students enrolled into VET (from that 38.6 % into 4 year secondary vocational schools, 17.1 % into three year vocational schools and 1.8% into two year secondary vocational schools. There were some structural changes throughout individual branches. Interest in some new educational programmes, like for example assistant in biotechnics and supply, cabinetmaker, car repairman, gastronome hotelier, electro technician, media technician, etc. has increased. The interest in the following programmes has decreased: shopkeeper, electrician, toolmaker, construction technician, etc.

The interest of the employers in the »Practical training with an employer« project has been receding. Due to the crisis in production, the companies who previously took on a larger number of students, have now reduced the number considerably. At this moment this is considered manageable, but if the crisis is prolonged for much longer it could cause a considerable amount of trouble considering the current trends of enrolment. A measure financed from the ESF funds is being prepared in order to provide employers with students on a practical training with a financial stimulation.

VET should respond to the crisis and its consequences with the following measures:

- the financing of VET should be retained on the same level or even increased;
- new knowledge and abilities should be considered of foremost importance;
- strengthening the cooperation between vocational schools and companies (interchanging school-work, school-work); and
- increasing consistency between education, economy and employment.

2.3.2 THE MEASURES ALREADY TAKEN OR ENVISAGED TO BE TAKEN AS RESPONSE TO THE CRISIS

The Ministry of Education and Sport, The Ministry of Labour, Family and Social affairs and social partners cooperated to prepare some measures which are financed from the national sources and from the ESF as well. Their aim is to stimulate vocational education of adults (employed or unemployed) and are intended for individuals as well as for companies. They are oriented towards current needs but also to the building of an individual's career.

The measures are aimed towards:

- Increasing the level of education and qualification of the employees with the intention of preserving work positions, preventing the transfer of surplus of employees into open unemployment, increasing chances of employment for surplus workers;
- Raising the level of education or finishing education, or acquiring National Vocational Qualification for unemployed persons;
- Education and training of the employed individuals at the economic companies or independent entrepreneurs with the intention of encouraging the development of human resources. The target groups are individuals in danger of losing employment;
- Grants to the employers for employment of unemployed persons for at least one year. Target groups of the programme are the unemployed individuals under 25, seekers of the first employment who gained vocational education less than two years ago, individuals registered as unemployed for at least three months;
- "Waiting for employment" when an individual currently does not work, but does not have the unemployed status, but rather stays employed and is under the obligation to participate in education.

ADULT EDUCATION - MEASURES THAT WERE INTRODUCED AS A CONSEQUENCE OF THE FINANCIAL AND ECONOMIC CRISES

The financial and economic crisis has reduced the share of GDP earmarked for financing of education and training (see Theme 9). The funds most under pressure are those for adult education. The Ministry of School and Sport has been mostly reducing funds

- for National developmental institutions, which were the driving force behind the development of AE in the past years;
- for organizations carrying out educational and other programmes, marked as priority in the Resolution on National programme for Adult education,; and
- for research in adult education - Slovenia has withdrawn from participation in the Programme for the International Assessment for Adult Competencies -(PIAAC), and thus influenced on the fact that inflow of EU research finances will be smaller than planned.

Apart from that there is a danger that large financial provision allocated to AE from the ESF will go unused due to bad experiences of the project holders in the past and still insufficient administrative capacity in the Ministry

State measures are above all directed to supporting employability of the population. The Ministry of Labour, family and social assured a significant raise of financial means in the national budget for the Active employment policy measures in 2009 (from 102,8 mio € to 331. 7 mio €) (*Ukrepi države za zaposlovanje*, 29 March 2009:23) as well as for the reorganization of the education system (from 253.9 thousand € to 350.6 thousand €.)

The Ministry of Labor is also implementing new measures in order to stimulate development of human resources and stimulate the companies to invest more into education and training of the employees: mentorship schemes (0,25 mio .€ in 2009), job rotation (0,6 mio in 2009), competency centres for the development of cadres (2,75 mio €), implementing the 'Investors in People' standard (2,15 mio €), education of workers during their 6 month waiting, subvention of their pays in the companies who are facing 20% less orders.

3. LEGISLATIVE AND INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

3.1 LEGISLATIVE FRAMEWORK FOR IVET

There are four main acts which regulate the publicly approved certification process in vocational education and training: the Organization and Financing of Education Act, the Vocational and Technical Education Act, the Post-secondary Vocational Education Act and the Adult Education Act. Other laws on employment, social policy and industry also address non-formal education and training, plus state-regulated (continuing vocational) education and training of adults, for example by requiring licenses, proof of professional skills and competences, etc.

3.2 INSTITUTIONAL FRAMEWORK FOR IVET

Responsibility for the administration of education is divided among national authorities, local authorities and schools. The former Ministry of Education, Science and Sport was split (at the beginning of 2005) into two new ministries: the Ministry of Education and Sport and the Ministry of Higher Education, Science and Technology. The Ministry of Education and Sport is responsible for developing pre-university education policies; inspection procedures; allocating funds; implementing laws and administrative decisions relating to pre-primary institutions, compulsory single-structure education, upper secondary education and higher vocational colleges. Local authorities are responsible for the administration of pre-primary and basic education establishments.

Schools councils (*sveti šol*) act at local level, autonomously. They play an important role in the process of administrative decentralization.

Inspection of education is the responsibility of the National Inspectorate for Education and Sport, which comes under the authority of the Ministry of Education and Sport.

The Ministry of Higher Education, Science and Technology is responsible for higher education, universities and single higher education institutions (faculties and colleges).

Four national councils of experts have been set up by the Government of the Republic of Slovenia: the Council of Experts for General Education, the Council of Experts for Adult Education, the Council of Experts for Higher Education and the Council of Experts for Vocational Education and Training. The councils offer assistance in the decision-making process. In addition they are responsible for preparing new laws and regulations.

The main responsibilities of the councils are to: adopt new publicly recognized education programmes and cooperation in the decision-making process for new programmes (such as producing the new curriculum); make decisions on new text books and handbooks in schools; decide on the standards in private schools; and prepare proposals for changes to the Minister for Education and Sport. The councils of experts can nominate special commissions as working bodies in various areas of their authority. (See Figure 2)

The national councils of experts define standards of knowledge, approve new programmes and propose them for adoption to the government. They determine the contents of educational programmes, approve textbooks and educational material, and propose criteria and standards for school equipment.

Expert and research work in pre-university education is carried out by three public institutions: the National Institute for Education for general education, the National

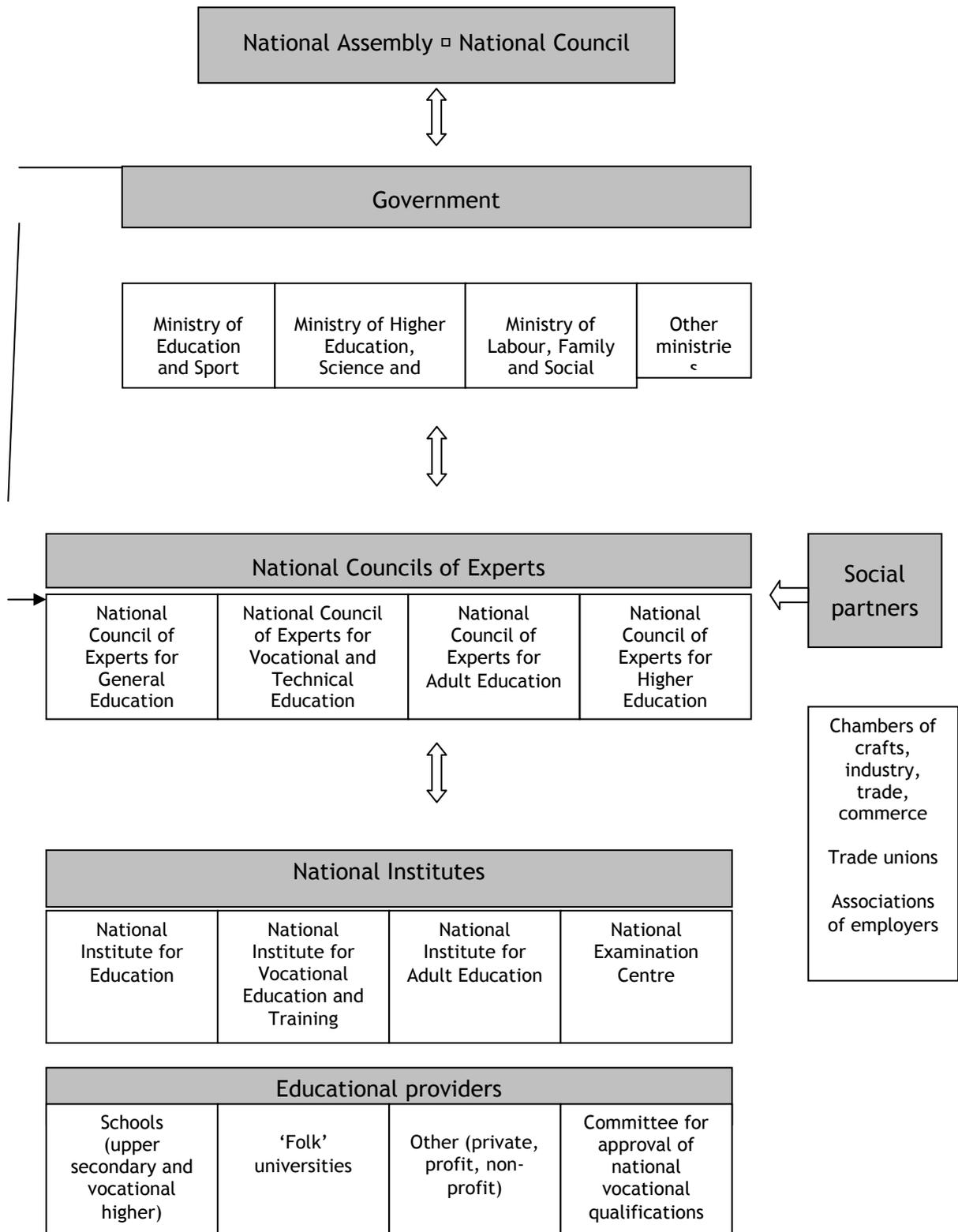
Institute for Adult Education and the National Institute for Vocational Education and Training.

Implementation of maturity exams and technical education is the responsibility of the National Examination Centre. Its other responsibilities include: implementing State exams in compulsory schooling (together with the National Institute for Education); and developing methodologies and procedures of assessment and validation of professional knowledge and competences. It is also the main body responsible for monitoring the work of the examination bodies for validation and assessment of national vocational qualifications; it prepares and carries out the exams to test the level of knowledge in foreign languages.

In continuing education and training, an important role is also played by the Employment Service of Slovenia (ESS), which is the main organiser, coordinator and provider of education and training for the unemployed and those made redundant.

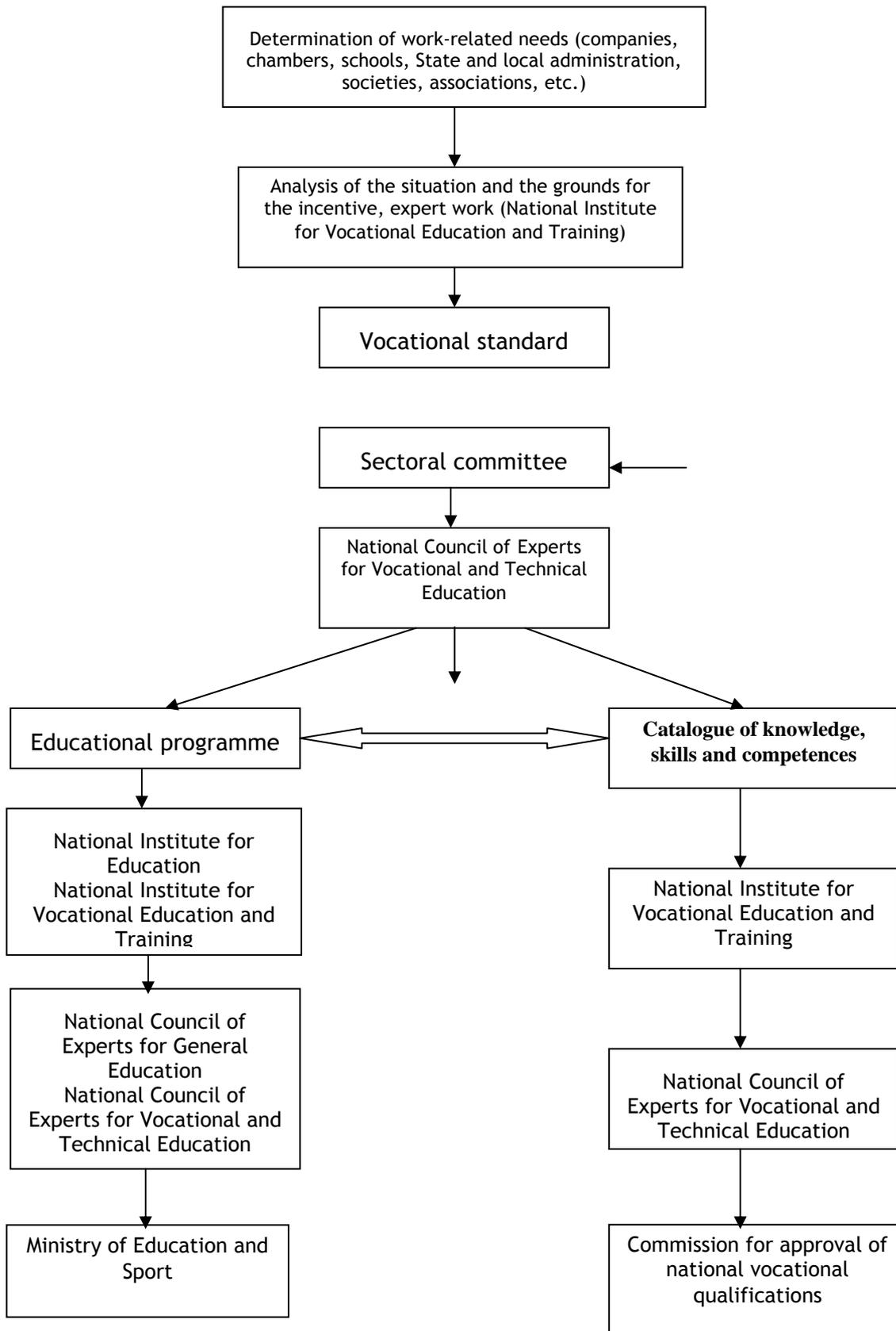
See also Figure 1 and 2.

FIGURE 1: ADMINISTRATION OF EDUCATION AND TRAINING IN SLOVENIA



Source: ReferNet consortium team, 2009.

FIGURE 2: DECISION-MAKING PROCESS ON THE CONTENT OF EDUCATION IN SLOVENIA



Source: ReferNet consortium team, 2009

3.3 LEGISLATIVE FRAMEWORK FOR CVET

There are four main acts which regulate the publicly approved certification process in vocational education and training: the Organization and Financing of Education Act, the Vocational and Technical Education Act, the Post-secondary Vocational Education Act and the Adult Education Act. Other laws on employment, social policy and industry also address non-formal education and training, plus state-regulated (continuing vocational) education and training of adults, for example by requiring licenses, proof of professional skills and competences, etc.

The rights and duties of individual social groups to access training are mostly regulated by employment and social welfare legislation. The Labour Relation Act (42/2002) defines the right to training for employed and redundant workers, as well as the role of collective agreements in implementing this right in practice. The Pension and Disability Insurance Act lays down the right to vocational rehabilitation of the disabled, while the Employment and Unemployment Insurance Act regulates the rights of the unemployed to education and training and their duties linked to these rights. This last act also defines the basic principles of active employment policy and the status and responsibilities of the different actors involved. Finally, an important role is played by legislative documents which regulate individual economic activities. This set the conditions for carrying out an activity or profession, one of the most common of which is the requirement for advanced professional training.

3.4 INSTITUTIONAL FRAMEWORK FOR CVET

See 3.2

ROLE OF SOCIAL PARTNERS

The role of social partners in continuing vocational education and training (CVET) and adult education is coordinated by the Ministry of Labour, Family and Social Affairs. This ministry is also responsible for preparing methodology for the standard knowledge and skills in the certification system and regulates the assessment and certification procedures for national vocational qualifications obtained in the certification system.

The Chambers of Commerce and Industry and the Chamber of Crafts of Slovenia are the employers' organizations which represent employers in the social dialogue and carry out technical, developmental and counseling work in vocational education. They prepare the standards of knowledge and skills for the certification system. Examinations for master craftsmen, foremen and managerial examinations, which represent the most common forms of continuing vocational education, take place under their authority. They organize testing and certification of qualifications for craft-related activities which do not require a master craftsmen examination. Both chambers also function as organizers and providers of non-formal vocational education and training which do not offer nationally valid certificates.

Trade unions are legally limited to being a partner in the procedure of certification of national vocational qualifications. They independently organize and provide education and training for trade union activists.

With the introduction of social partnerships in vocational education and training, representatives of employers and employees play an increasingly important role, and they are also represented in national bodies.

4. INITIAL VOCATIONAL EDUCATION AND TRAINING

4.1 BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

The Slovenian education system includes pre-school education, compulsory basic education (a single structure of primary and lower secondary education), upper secondary education, higher vocational education and higher education (see Figure 1). In the school year 2005/06 the percentage of privately-owned pre-school education institutions reached 2.3%, while these institutions provided pre-school education to 1.5 % of children. In 2007 there was only one privately-owned elementary school in Slovenia (the Waldorf School). In upper secondary education only six *gimnazije* are privately-owned (four Catholic, the Waldorf School and the European school). There are no privately-owned vocational or technical secondary schools. The share of privately-owned higher vocational colleges is 58 % (2007/08).

On the field of Vocational Education (IVET) for the education of youngsters only public schools are available, even though the law does not prohibit private schools. On the field of adult education (technical 4 year schools) there are also private schools. On the field of general education there is also a private option, which is co financed by the government.

QUALITY ASSURANCE

An institution can become an education provider only if it is verified by the Ministry of Education and Sport. Only verified providers can issue a valid diploma. The Vocational Education Act prescribes that every school has to have a quality assurance committee. Therefore self evaluation is the main staple for quality assurance. There is also external evaluation, conducted by the National Institute for Vocational Education and Training, which is conducted in accordance with the criteria set by the Board of experts for VET.

COMPULSORY BASIC EDUCATION

Compulsory education (single structure of primary and lower secondary education - *osnovna šola*) lasts nine years. It is divided into three cycles:

- first cycle (6-9 years of age, grades 1-3),
- second cycle (9-12 years of age, grades 4-6),
- third cycle (12-15 years of age, grades 7-9).

Access to compulsory education is free for all children whose sixth birthday occurs in the calendar year of entry into first grade. Parents have a legal duty and a right to choose a public or private school or home schooling. The school located in the school district of their residence is required to enroll their children; however parents are free to choose another elementary school as long as they have the school's consent. With successfully completed compulsory basic education pupils can enroll into Secondary Vocational Education or Secondary Technical Education, as well as in general education. Pupils who successfully complete at least seven classes, can continue their education in short-term vocational education.

There is no initial vocational education at lower secondary level.

UPPER SECONDARY AND POST-SECONDARY EDUCATION

Upper secondary education is free and caters for young people between 15 and 19 years of age. Types of upper secondary education are:

- general upper secondary education or *gimnazija* (four years) - 15 -19 years of age;
- short-term vocational education (two and a half years) - 15-17/18 years of age.
- vocational secondary education (three years) - 15-18 years of age;
- vocational-technical secondary education (two years after vocational secondary education) - 15-20 years of age; and
- technical secondary education (four years) - 15-19 years of age;

Post-secondary non-tertiary vocational courses (*poklicni tečajji*) last up to one year (see 4.6).

The educational reforms of the mid-1990s made a clear distinction between general, technical and vocational upper secondary education. The *gimnazija* was reintroduced, initially providing only general and classical programmes in preparation for further studies. Students complete *gimnazija* by passing an external examination in five subjects, called a *matura*. The *matura* was introduced in 1995, replacing the former final examinations. At the same time, it serves as an entrance examination to higher education. Those *gimnazija* students who, for various reasons, do not wish to continue their education can enter the labour market by attending a vocational course (*poklicni tečajji*) and obtaining a qualification in the chosen occupation.

Vocational and technical secondary education comprises: programmes of short-term vocational education (two and a half-year programmes); vocational secondary education (three-year programmes); technical secondary education (four-year programmes); vocational/technical secondary education (two years after vocational secondary education); and post-secondary non-tertiary vocational courses (*poklicni tečajji* - up to one year). Programmes of short-term vocational education and vocational secondary education programmes are both completed with a final exam, which is composed of three units in the old programmes and of 2 units in the new modernized programmes which are based on modules and competences.

Technical secondary education, Vocational secondary education, Vocational-Technical secondary education and Post-secondary non-tertiary vocational courses are completed with a vocational *matura*. Vocational *matura* is composed of 4 units with the possibility of adding the 5th unit from the general *matura*.

HIGHER VOCATIONAL EDUCATION

Higher vocational education is provided at higher vocational colleges (*višje strokovne šole*), which offer two-year higher vocational education at sub-degree level (short-term, ISCED 5B). The Higher Vocational Education Act (2004) determines the organization of higher vocational colleges and places them within the tertiary education area, establishing links with further professional studies at degree level through the possibility of vertical 120 credits which can be used towards a higher education qualification. Higher vocational

colleges issue a diploma, stating the nature of education, and a diploma supplement in Slovene and another EU language.

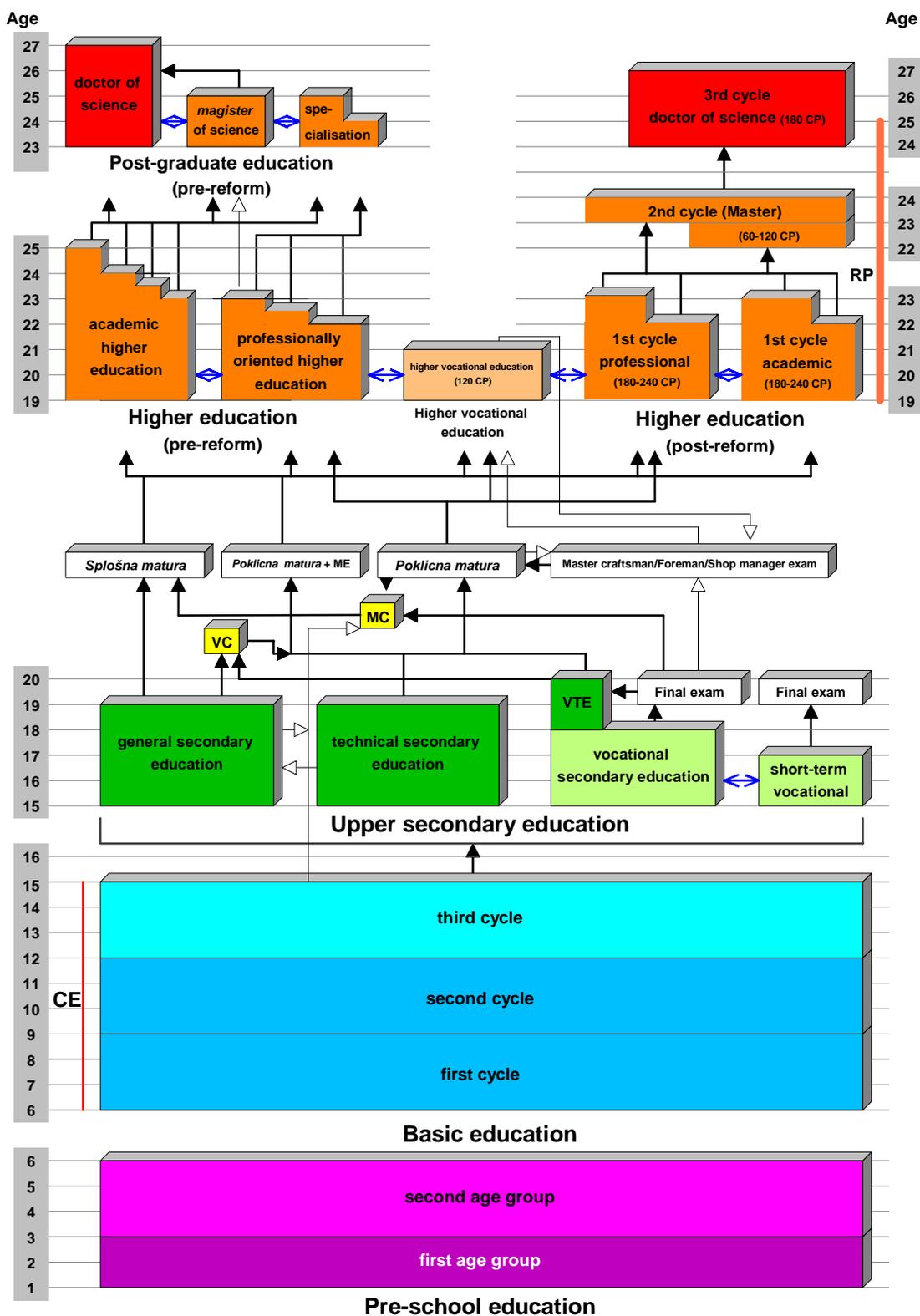
The entrance requirement for higher vocational colleges is to pass the general *matura* or the vocational exam. It is also possible to enroll with a combination passing Master craftsman/Foreman/ Shop manager exam, three years of work experiences and along with passing the general subjects of Vocational *matura*.

In vocational colleges, studies end with a diploma exam (*diplomski izpit*). Graduates can start to work in specific occupations. From 1998/99, it became possible to transfer to the second year of a professionally oriented higher education course.

HIGHER EDUCATION

Higher education is offered by universities and single higher education institutions: faculties and professional colleges. Universities and single faculties usually offer academic as well as professionally-oriented courses, while professional colleges offer mainly professionally-oriented courses. If they meet academic standards relating to staff and equipment, they may also be accredited to offer doctorate programmes, otherwise such programmes must be carried out in cooperation with universities. According to the amendments to the Higher Education Act (2004), the new structure of higher education in accordance with the proposed Bologna process is in its final implementation, and will be finalized in the school year 2009/10. The new structure is not classified as binary anymore. It includes the first cycle (equivalent to a bachelor programme), three to four years of theoretically or professionally oriented studies, both leading to second-cycle master programmes. In principle, all the master courses provide opportunities to study at doctoral level. In the new structure, specialization programmes are no longer foreseen. The general *matura* certificate is required for entry to academic higher education. A vocational *matura* examination (*poklicna matura*) with an additional exam at the end of technical secondary education is an alternative route to gain admission to academic programmes. Candidates who pass the vocational *matura* have access to professionally-oriented higher education. It is understood that professional higher education is open to general *matura* candidates as well. If specific abilities are required for certain courses, results of special tests of skills or talents are also taken into account.

The Structure of the Education System in Slovenia 2006/07



Legend: CE - compulsory education RP - study programmes according to EU directives (regulated professions) CP - credit points
 ← general access ◁ access under certain conditions VTE - vocational-technical education VC - vocational course
 ↔ transfer MC - *matura* course ME - additional exam in one *matura* subject

4.2 IVET AT LOWER SECONDARY LEVEL

There is no IVET at lower secondary level in Slovenia.

4.3 IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

INITIAL VOCATIONAL EDUCATION AND TRAINING AT UPPER SECONDARY LEVEL

Initial vocational and technical education at upper secondary level comprises:

- short-term vocational education (two-and-a half-year programmes);
- vocational secondary education (three-year programmes);
- technical secondary education (four-year programmes); and
- vocational-technical secondary education (two years after vocational secondary education).

SHORT-TERM VOCATIONAL EDUCATION

Short-term vocational programmes admit applicants who have successfully completed elementary school or completed a modified education programme for children with special needs, as well as applicants who, although they have attended elementary school for nine years, have failed to complete it successfully. As a rule, these programmes last for two-and-a-half years, ending with a final examination. Students' general knowledge acquired in the last years of elementary school is developed, while new general and vocational knowledge and qualifications for simple jobs are gained. The final examination certificate enables students to enter the labour market or to enter the first year at any other (upper) secondary school.

VOCATIONAL SECONDARY EDUCATION

Pupils who have successfully completed elementary school can enrol in three-year vocational programmes. These programmes can be provided by vocational schools or in cooperation with employers as a dual system of apprenticeship and in-school education. They typically last for three years, ending with a final examination. The final examination certificate enables students to enter the labour market or to continue education in two-year vocational-technical secondary education programmes, which end with a *poklicna matura* (vocational *matura* examination), leading to a qualification at the level of a technical secondary education school. New education and training programmes in vocational secondary education include at least 24 weeks of practical training with employers and are designed on the principles of modules and open curricula.

There are also two-year further technical courses for those who have completed three-year vocational secondary courses. This course is at an equivalent educational level to four-year technical secondary education courses. The equivalency is provided by the content and quantity of general and technical subjects and by the final examination.

However, graduates who find a job immediately after completing a three-year vocational secondary education programme can *reenter* education after at least three years of

employment to obtain a qualification at the level of a technical secondary education school by passing examinations. By passing the master craftsmen/foremen/managerial examination (*mojstrski izpit*), they demonstrate a higher level of competence in their occupation. If they also pass examinations in general subjects of the vocational *matura* examination, they can continue their studies in higher vocational education.

TECHNICAL EDUCATION

Technical programmes last four years and are designed primarily as preparation for vocational higher education and professionally-oriented higher education. Education ends with the *poklicna matura* (vocational *matura* examination), a school-leaving examination in four subjects, prepared in part externally but assessed internally. This course grants students access to professional types of higher education and by passing one additional subject in the general *matura* examination they have access to some academic programmes. The vocational and technical education system offers various paths to occupational qualifications. Transfers between vocational and technical programmes are allowed. Transfers from technical education programmes to any academic higher education programme are made possible by the *maturitetni tečaj* (*matura* course).

Two core aims are built into the curricula of four-year technical education:

- preparation for professionally-oriented higher education; and
- sufficient knowledge to enter the labor market and to start to work in industry, trade or service activities.

These programmes are built on module structure and include the Open Curriculum.

CURRICULUM DEVELOPMENT PROCESS

In accordance with our legislation, the social partners have to be included in writing up a curriculum to the end of its implementation. The basis of every vocational programme is the vocational standard which has to be harmonized with the employers and finally approved by the Ministry of Labour, Family and Social Affairs. In all programmes part of the practical training is undertaken with an employer. Therefore employers are included into implementation of the curriculum. All programmes are based on modules. They also include open curriculum, which is constantly being harmonized between providers and social partners on the local level. Thus the outcomes are adjusted to the demands of the labour market.

PROGRAMMES AND PATHWAY TRANSFERS

Transfers between programmes and types of vocational and technical education are well designed. Students who complete short-term vocational programmes can enter the labour market or enter the first year at any other (upper) secondary school.

Graduates of three-year vocational education programmes have various possibilities:

- they can enter the labour market;

- they can continue education in special two-year vocational-technical secondary programmes (the '3+2' scheme) and, after passing a vocational *matura* examination, obtain a secondary technical level of education; or
- after a minimum of three years' work experience they can re-enter education and obtain a secondary technical level of education by passing the master craftsman, foreman or managerial examinations, or they can sit general subject exams in the vocational *matura* or they can enroll in the *matura* course (designed for pupils who have not completed gimnazij, and wish to enter university to study an academic course).

Students completing four-year technical education programmes have the following options:

- they can enter the job market;
- they can continue their education in higher vocational education programmes or a professional type of higher education; in addition to the vocational *matura* examination, they can complete a general *matura* exam in one subject and then enroll in undergraduate or university-type higher education programmes that allow such transfers.

ASSESSMENT AND CERTIFICATION

The school year is divided into three assessment periods. Tests are usually oral, written and numerical. The assessment scale is from 1 to 5, where 1 means the pupil did not show a satisfactory level of knowledge. At the end of the school year, an overall achievement grade is awarded depending on all grades in individual subjects. Pupils go on to the next class if they have passed all the subjects and met all other conditions set by the curriculum. At the end of the school year, pupils can retake exams in a maximum of three subjects they have failed.

PARTICIPATION OF YOUNG PEOPLE

In recent years more than 98% of pupils who have finished compulsory education have continued in upper secondary education. The share of pupils enrolled in short-term vocational education and vocational secondary education has been decreasing for the last years, while there has been a significant increase of enrolments in general secondary education (*gimnazija*).

See Table 1 on Enrolment of students in Upper secondary education.

TABLE 1: ENROLMENT OF STUDENTS IN UPPER SECONDARY EDUCATION						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
UPPER SECONDARY SCHOOLS	103203	101876	99860	96310	91623	87501
PUBLIC						
PROGRAMMES OF SHORT- TERM AND VOCATIONAL SECONDARY EDUCATION	23170	21293	19566	17564	15701	14247
PROGRAMMES OF TECHNICAL SECONDARY EDUCATION	40664	40786	40335	39468	38240	36994
GENERAL GYMNASIUMS	37319	39797	37813	37240	35651	34243
PRIVATE						
PROGRAMMES OF SHORT- TERM AND VOCATIONAL SECONDARY EDUCATION	-	-	-	-	-	-
PROGRAMMES OF TECHNICAL SECONDARY EDUCATION	-	-	-	-	-	-
GENERAL GYMNASIUMS	2050	2039	2146	2038	2031	2017

Source: Statistical Office of the Republic of Slovenia.
 Available from Internet: http://www.stat.si/letopis/2009/06_09/06-10-09.htm

4.4 APPRENTICESHIP TRAINING

The proportion of students enrolled in vocational secondary education programmes has been declining, while the numbers of people enrolled in general secondary education programmes is growing. The enrolment structure has been changing as well. There is almost no interest or very low interest in some fields of education and labour market such as: the leather industry (no students in some years), textile industry (rapid fall in enrolment), agriculture - food-processing, metallurgy (drop in enrolment).

With the new Vocational Education Act the dual system and school education were united into a single form as far as apprenticeship is concerned. The students are entitled to a predetermined number of weeks of practical training. The student spends part of the practical education in the school and the other part with an employer. The number of weeks of training with an employer depends on the level of education:

- the short-term vocational programmes include 4 weeks of practical training ;
- the vocational secondary education programmes include 24 weeks of practical training; and
- the technical secondary education programmes include a minimum of 4 weeks of practical training.

Students can have an individual contract, which is signed by the employer student and parents. The other possibility is a collective contract, which is signed by the school and employer for several students. The government provides a financial incentive for part of the practical training at the employers request after the training is finished.

4.5 OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Please see chapter 5.

4.6 VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Post-secondary non-tertiary education includes courses that aim to broaden students' knowledge base. The *matura* course (*maturitetni tečaj*) is designed for pupils who have not completed *gimnazija*, and wish to enter university to study an academic course. This course lasts one year.

Vocational courses (*poklicni tečaji*) are designed for those who have not passed *matura* or wish to obtain a vocational qualification and employment. These courses also last for one year.

Master craftsmen exams (*mojstrski izpiti*) are designed for those who have completed a three-year vocational secondary school and attained a minimum of three years' work experience. By passing such an exam, plus a short 'bridging' exam for general education subjects, master craftsmen can enroll in higher vocational colleges.

4.7 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Higher vocational education is provided at higher vocational colleges (*višje strokovne šole*). The colleges offer two-year post-secondary vocational education at sub-degree level (short-term, ISCED 5B). The new Higher Vocational Education Act (2004) regulates this level of vocational education separately from the upper secondary level. It clearly places higher vocational education within the tertiary education area and establishes links with further professional studies at degree level through the possibility of vertical 120 credits which can be used towards a higher education qualification.

Higher vocational education is undergoing changes imposed by new legislation and the new 'Starting points for higher vocational study programmes' (2006). The Bologna process has been extended to higher vocational education: programmes will be modularized, broader in contents, comprising compulsory and optional subjects, and described by the European credit transfer system (ECTS). The quality assurance system of higher vocational education will be harmonized and linked to the other parts of tertiary education.

5. CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

Upgrading education and qualification levels of the population by ensuring access to lifelong learning is a priority in national economic, social and sustainable development policies. These are further developed in labour market and education documents as well as highlighted in other fields (health, culture, etc.).

5.1 FORMAL EDUCATION

5.1.1 GENERAL BACKGROUND

The main objectives of CVET and adult education (AE) were determined by the Slovenian Parliament in 2004 in the Resolution on National adult education master plan. The strategic goals (to improve general education of adults; to increase educational levels; to set 12 years of successfully completed schooling as the basic educational standard; and to increase employability and learning opportunities and participation in education) and the operating goals (measurable strategic goals) of adult education were defined until the year 2010. They are implemented by annual adult education plans, adopted by the government (see Theme 2).

5.1.2 MAJOR CHARACTERISTICS OF FORMAL CVET

Adults can obtain qualifications through the traditional/formal school system and through a certificate system designed especially for adults. The two systems (school and certificate) are not fused yet.

Qualifications in school system define the level of education (primary, upper secondary and tertiary level), contents of a vocational qualification and the type of general, professional and vocational knowledge, skills and competences. The levels, their role and main characteristics are the same as in IVET. Adult participants who successfully complete primary (ISCED 2), general upper secondary programme (*gimnazija*, classified as ISCED 3), 4 year technical secondary programme (ISCED 3 A-B), 3+2 vocational-technical secondary programme (two years after completion of the 3 years vocational secondary programme - classified as ISCED 4) and 3 year vocational secondary education (two and a half or three years -classified as ISCED 3C) and lower VET programmes (shorter than 2 years), classified as ISCED 3C-are awarded the same school-leaving certificate as participants in initial education (see Theme 4).

Matura courses (*maturitetni tečaj*), classified as ISCED 4A-B, are designed for adults who did not finish *gimnazija* and wish to enter university - academic study.

Vocational courses (*poklicni tečaj*), classified as ISCED 4B, are designed for adults who did not pass the *matura* examination or wish to obtain the vocational qualification and qualification for employment.

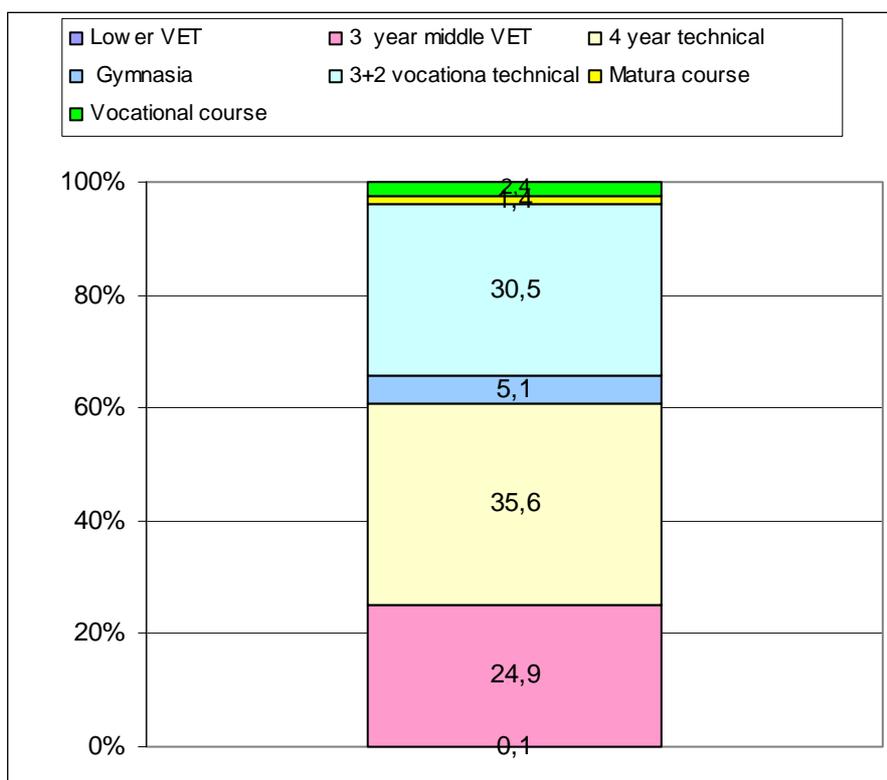
Adults can also sit the master craftsmen/foremen/managerial examination which is listed among nationally recognized examinations within the education system leading to successful completion of a secondary professional education program. Master craftsmen exams (*mojstrski izpit*), classified as ISCED 4 C, are designed for adults who completed a 3 year of vocational secondary programme and acquired a minimum of three years' work experience. By passing such an exam plus a short bridging exam from general education subjects, master craftsmen obtain professional upper secondary qualification and can enrol into higher vocational programmes.

Tertiary education comprises two year higher vocational college education (*višje strokovno izobraževanje*; short cycle, ISCED 5B) and higher academic and professional education. Participants of tertiary and post tertiary programmes leave the program with diploma (ISCED 5A and ISCED 6; see Theme 4.7) and attached diploma supplement. From academic year 2009/2010 only the Bologna-compliant programmes are offered.

Data on the supply of adult education programmes show an increased number of programmes for acquiring a certificate or diploma in formal school education. Such programmes increased from 373 in 1999 to 953 in 2008/09 (18 % of the total supply of adult education programmes). Source: Brenk, 2008:21.

According to Adult education survey data, in 2007, 8.7% of population aged 25-64 participated in formal education. The highest share of participants was from the age group 25-34 (22.3%), followed by age groups 35-49 (6.9%) and the age group 50-64 only 0.8% (source: SORS, Adult Education Survey, Slovenia, 2007). According to statistical data, 14 568 adults were enrolled in formal upper secondary education programmes at the end of the 2007/08 school year (4 000 less than at the end of 2004/06). As shown in Figure 1, 66% of adults were enrolled in technical secondary programmes and in three year vocational secondary programmes. According to Table 1, 40% of all enrolments were in the field of economics.

FIGURE 1 PARTICIPATION OF ADULTS IN UPPER SECONDARY EDUCATION AND TRAINING BY TYPES OF PROGRAMMES, END OF SCHOOL YEAR 2007/2008, %



Source: SORS. Upper secondary education of youth and adults, Slovenia, at the end of school year 2007/2008.

TABLE 1 ADULT LEARNERS ENROLLED IN UPPER SECONDARY EDUCATION BY FIELDS OF STUDY AND TYPE OF PROGRAM, END OF SCHOOL YEAR 2007/2008

FIELD OF STUDY/TYPE OF PROGRAME	TOTAL		SHORT-TERM VET	SECONDARY VOCATIONAL	SECONDARY TECHNICAL	GYMNASIA	3+2 VOCATIONAL TECHNICAL	VOCATIONAL AND MATURA COURSES
	NUMBER	%	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
TOTAL	14.568	100	20	3 621	5 190	738	4 447	552
%	100		0.1	24.9	35.6	5.1	30.5	3.8
AGRICULTURE	719	4.9	12	292	167		248	-
FORESTRY	13	0.1	-	9	4		-	-
TEXTILES	1	0.0	-	-	-		-	1
CHEMISTRY, PHARMACY, RUBBER PROCESSING AND NON-METALS	135	0.9	-	-	135		-	-
WOOD PROCESSING	127	0.9	-	28	8		91	-
CONSTRUCTION	366	2.5	2	163	52		149	-
CATERING AND TOURISM	939	6.4	-	390	382		167	-
ECONOMICS	5 780	39.7	-	1 538	2 187		1 966	89
PAPER AND PRINTING	46	0.3	-	-	46		-	-
ELECTROTECHNICS AND COMPUTER SCIENCE	912	6.3	-	181	401		322	8
METALLURGY AND MECHANICAL ENGINEERING	1.639	11.3	6	457	243		933	-
TRANSPORT AND COMMUNICATION	730	5.0	-	79	369		282	-
MINING	3	0.0	-	1	-		2	-
HEALTH CARE	1 221	8.4	-	352	582		287	-
TEACHERS TRAINING	996	6.8	-	-	750		-	246
CULTURE	72	0.5	-	-	72		-	-
GYMNASIA	738	5.1	-	-		530	-	208
PERSONAL SERVICES	131	0.9	-	131	-		-	-

Source: SORS. Upper secondary education of youth and adults, Slovenia, at the end of school year 2007/2008.

Adults can obtain national vocational qualification (NVQ) also through the certification system of NVQ (responsibility of the Ministry of Labour) for occupations not included in a formal education programmes. The NVQ defines the content of a vocational qualification and the type of general and professional knowledge skills and competences. There are some exceptions, where it is possible to gain qualifications both through the certification system and the secondary vocational education school (cook's assistant and tyre repairman).

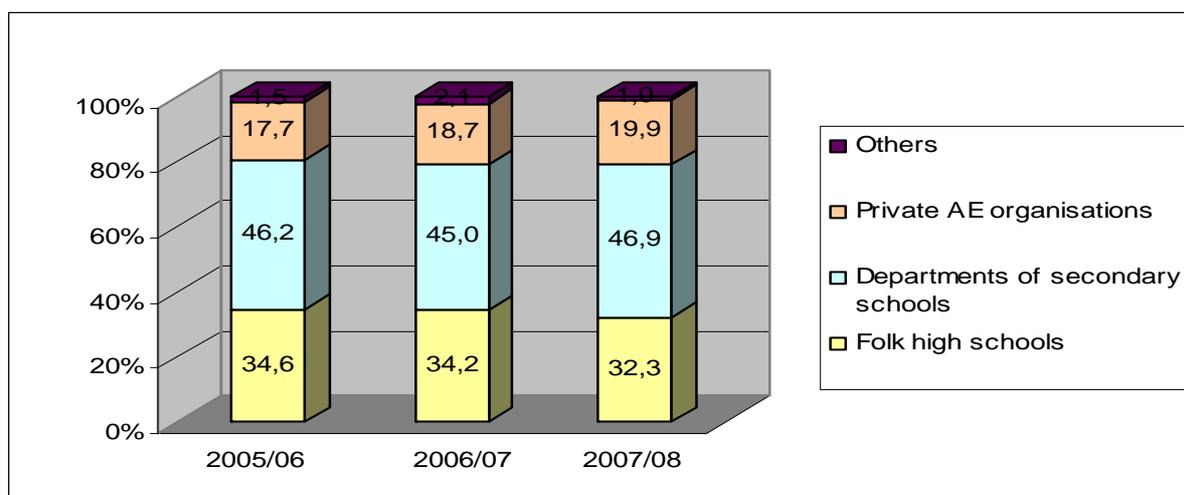
The number of national qualifications in the certification system has increased from 4 258 in 2005 to 9.338 in 2007, most of them accredited in the field of transport, safety and personal services (OECD 2006-2007, Recognition of Non Formal and Informal Learning, CPI 2007. National examination centre, 2007).

MAIN PRIVATE AND PUBLIC INSTITUTIONS/PROVIDERS

Main providers of formal CVET on primary level are folk high schools.

Main providers on secondary level are public institutions: departments of secondary schools (46.9% of all adult participants) and folk high schools (32.3% of all adult participants), while in private AE institutions 20% of participants were enrolled (the end of 2007/08), see Figure 2.

FIGURE 2 PROVIDERS AND PARTICIPANTS OF FORMAL CVET, SCHOOLS YEARS 2005/2006 - 2007/2008, %



Source: SORS. Upper secondary education of youth and adults, Slovenia, at the end of school year 2007/2008

Higher vocational education colleges (private and public) included more than 9500 part time students (59% of all students in higher vocational colleges). In public colleges 42% of all part time students were enrolled, while in private colleges nearly 59% of all part time students (see [Annex I](#) 'Students in higher vocational education by colleges and mode of study', academic year 2008/2009).

The Universities and Single Higher Education Institutions enrolled 12 368 part time students (20.5 % of all higher education students in the academic year 2008/09). The great majority (82.5%) of part time students studied at the public universities (University of Ljubljana 46%, University of Maribor 26% and University of Primorska 11%), and the rest (17.5%) in private HE institutions (University of Nova Gorica and single HE institutions); see [Annex II](#)

'Higher education students by mode of study and higher education institutions', academic year 2008/2009).

MAIN CHARACTERISTICS/ELEMENTS OF THE CURRICULA

Curricula for all educational levels are the same in IVET and CVET (see Theme 4). In special guidelines the Ministry of Education and Sport determines the rules for the adaptations for the programmes that are attended by adults. The adaptations are prepared by teachers and comprise an implementation curriculum on the basis of the core curriculum; the assessment of knowledge of adult participants (see below); and the organization and duration of the programme. The providers of programmes are obliged to recognize the knowledge, skills and competences of adults acquired in non- formal and informal learning.

QUALITY ASSURANCE MECHANISMS

There are significant differences in the quality assurance systems between formal education and training (which results in a national certificate or diploma), publicly accredited non-formal training courses and non-formal training without public accreditation.

Quality assurance mechanism in formal CVET does not differ from those in IVET (see Theme 2.2). Quality assurance mechanisms and responsible bodies in upper secondary and tertiary education are determined by laws and EU principles for quality assurance. The National quality indicators in VET are adopted by the Council of Experts for Vocational and Technical Education.

Adult education providers of formal programmes must be accredited and enlisted in the national register that is managed by the Ministry of Education and Sport. To be accredited, they need to prove their capacity (teachers, premises) to implement the programmes.

In addition recent adult education projects, supported by the European Social Fund, have focused on self-evaluation by providers. A special award for organizations and individuals for extraordinary achievements in adult education quality assurance was established by the National Institute for Adult Education.

MAIN CHARACTERISTICS OF THE TRAINING PROGRAMMES IN FORMAL EDUCATION BY LEVELS OF QUALIFICATIONS

All training programmes in formal education from secondary education level to university studies are also provided for adults (see Theme 4); only the programme on the primary- (lower secondary) level is designed especially for adults. Training programs in CVET follow the same national curricula as IVET and the same objectives (see Theme 4 on upper secondary and tertiary education).

Admission criteria for formal education on all levels are the same as in IVET (see Theme 4). In addition adults have to meet the age, determined by the law (16 years if they are not employed or unemployed for vocational and technical/professional secondary education, 18 years for *gimnazija*).

Admission criteria for *matura* courses: completed upper secondary vocational or technical programme or the third year of *gimnazija* programme. In addition a break of at least one year between the accomplishment of the appropriate secondary programme and the enrolment has to be met by adults. Besides adults who have finished primary level

education and pass the exam accrediting knowledge and competencies in determined subjects on the level of the third year of *gimnazija* are admitted to *matura* course.

Admission criteria for vocational courses are: completed 4 years of *gimnazija* or upper secondary technical programme and specific requirements determined by the programme.

Admission criteria for obtaining a NVQ: as a rule, candidates have to be at least 18 years old, exceptionally younger candidates can apply if they are not in formal initial educational system and can prove their working experiences.

ASSESSMENT AND PROGRESS

Completion requirements in formal VET programmes are the same in IVET and CVET (see Theme 4). The only difference concerns the mode of *matura* examination- adults may sit the examination in two parts.

Assessment and progress in formal IVET and CVET programmes is regulated by minister's regulation which are adapted to the needs of adult participants in upper secondary education.

Knowledge and competences of adults in primary education are assessed by numerical grades or by exams for individual subjects. Positive grades for at least 2/3 of all subjects are required for progressing in the programme. In case adults can prove that they master the knowledge of individual subjects they are exempted from grading or examination.

In upper secondary education the provider of the programme determines conditions, modes and procedures of assessment and progress in the programme taking into account the minister's regulation. Two instruments are obligatory in the process of assessment and progression: initial interview (*uvodni interju*) and individual learning plan (*osebni izobraževalni načrt, OIN*). AE leader or teachers' assembly assess adult learners competences determined in the formal CVET programmes. Adults are allowed to sit for part of exams or for final exams.-Completion of all parts of exams is equivalent to final exam. Final exams encompass knowledge and competences for a subject in individual year or for several years together. The knowledge and competences are assessed by teachers and later (2nd and 3rd examination for the same subject) by a examination commission.

In higher vocational education programmes (ISCED 5B) the same regulation for assessment, progression and completion of the programme is adopted in IVET and CVET. The requirements are determined by legislation, educational programmes and minister's regulation.

Examination, progression and completion of higher education programmes are determined by higher education institutions themselves in their statutes.

VET POSSIBILITIES FOR ADULTS WITHOUT ANY PREVIOUS BACKGROUND IN VET

There are three pathways to enter CVET for adults with academic education:

- Vocational courses (see admission criteria above);
- Admission to higher vocational programmes for adults that have completed general upper secondary programmes (*gimnazija*); and

- The system of NVQ: adults including those without previous VET are admitted to obtain NVQ if they met the requirements concerning age, prior formal education and prove their vocational competences.

MAIN DISTANCE LEARNING PROGRAMMES BY TYPE OF TRAINING PROVIDER

One third of primary and secondary schools has developed ICT based materials and use ICT tools in learning approaches. No data exists about how both are used in programmes attended by adults (Vehovar: XII, 2008). EU comparisons show that Slovenian schools lack PCs, especially in secondary schools. This is also stated as the major barrier to developing and implementing distance learning in all surveys of teachers and head teachers (Vehovar: 55). It can be assumed that the situation in public AE institutions is even less favourable than in secondary schools.

Tertiary organizations are the ones leading in providing distance learning programmes. Some 25 of 86 have already developed some forms of eLearning in tertiary sector (data for 2004/05).

- Faculty of Economics (<http://www.ef.uni-lj.si>) is the largest higher educational institution in Slovenia delivering whole degree/accredited distance education programmes with more than 1 600 students enrolled. It provides on line support for the majority of its courses, in particular those that are performed at various locations across the country;
- The Laboratory for Telecommunications at the Faculty of Electronic Engineering, University of Ljubljana (<http://www.LTFE.org>) has developed its own virtual learning platform system, which was successfully implemented within the faculty as well as in various other organizations from public (e.g. The Slovenian Army) to commercial organizations (e.g. the largest Slovenian Bank, the largest mobile operator);
- Faculty of Managements Koper at the University of Primorska (<http://www.fm-kp.si>) uses a blended learning approach for an increased number of its courses, and it also offers services and consultancy to other organizations;
- Other tertiary education organizations implement certain forms of eLearning at various levels;
- The private Company Doba (<http://www.doba.si>) developed on line distance education within state accredited higher vocational programme for Business Secretary and Commercialist. After the completion, graduates are awarded with a standard higher vocational diploma. In 2004/2005 there were 904 learners studying on line at Doba (Vehovar: 24).

MAIN MEASURES/INSTRUMENTS FOSTERING ACCESS TO CVET AND EMPOWERING THE INDIVIDUAL IN THEIR FUTURE CAREER

There are three main state incentives fostering access to CVET:

- the governmental Programme 10 000 + (see theme 5.3.3.);
- National Annual Adult Education Plan (see Theme 2); and
- the system of NVQ (see above).

All activities in these programmes are further specified in Active Employment Policy Measures and the Human Resource Development Operational Programme 2007-2013 aiming to stipulate education and training for competitiveness and employability in two groups of enterprises - the ones in the process of restructuring and the ones in perspective technologies; to stimulate employability of job seekers and the economically inactive, equal opportunities in the labour market and strengthening social inclusion (See Theme 2).

TABLE 2 PARTICIPATION IN FORMAL EDUCATION BY EDUCATIONAL ATTAINMENT AND WORKING STATUS												
	ISCED 0_2				ISCED 3				ISCED 5_6			
	POPUL	EMPL	UNEMPL	INACTIVE	POPUL	EMPL	UNEMPL	INACTIVE	POPUL	EMPL	UNEMPL	INACTIVE
EU25	1.4	1.3	2	1.6	5.2	3.8	7	10.3	8.5	7.3	15.1	14.3
SI	1.2	1.4	:	0.7	8	8	9.4	7.7	14.2	14.8	16.1(u)	9.2

: - Information not available

u - Unreliable or uncertain data

Source: Publication: Eurostat, 1999, Guidelines and table programme for the Community programme of population and housing censuses in 2001, Vol. 1: Guidelines, Office for Official Publications of the European Communities, Luxembourg.

Inclusion of adults into education is most determined by age, level of education, and employment status. Slovenia ranks well above the EU25 with employment of population with ISCED 5_6. The participation in Slovenia is 2 times and 1.7 times higher respectively. Slovenia performs well also regarding employment of population with ISCED3. Above all employees who have attained a suitable educational level enter formal education since it represents the first selection criteria in employing and reassigning of employees. This is especially true for the public sector, where employees mostly enter tertiary programmes, because they see them as an opportunity to advance in the career and improve their chances for employment on the external labour market.

Slovenia, with its 1.2% of less educated population (ISCED 0-2) enrolled into formal education, is ranging below average of EU25 (1.4%).

In Slovenia the difference in enrolment between higher and lower educated people is bigger than in EU25: 12 times more individuals with higher education (ISCED 5-6) entered formal education (6 times more in EU15) than those with lower education (ISCED 0-2) and almost 2 times more than those with secondary education (ISCED3) (EU25, 1.6 times more).

National research on participation of adults in the education indicate that the share of participation of less educated individuals has increased in the period between 1998 - 2004, but the difference in accessibility to education between lower and higher educated is not diminishing. Enrolment is foremost determined by acquired formal education. Considering that the enrolment of adults in the programmes of formal education has not changed during the past few years, the main challenges facing the education policies are implementing measures for a more just allocation of the limited funds in favour of groups of population who are marginalized due to unsuitable education and training.

To suppress the education deficiency of the adults 6.2 millions Euros are allocated in 2007-2010. It is foreseen that 6 000 beneficiaries will be included in the programmes for gaining secondary education.

5.2 NON-FORMAL EDUCATION

5.2.1 GENERAL BACKGROUND

The main objectives of non formal education are laid down in Resolution on National AE Master Plan and implemented in the governmental Annual AE programme (see theme 3.3, 9.2 and 5.1). Non formal learning opportunities are also developed in other non educational sectors such as culture, health, agriculture, social activities.

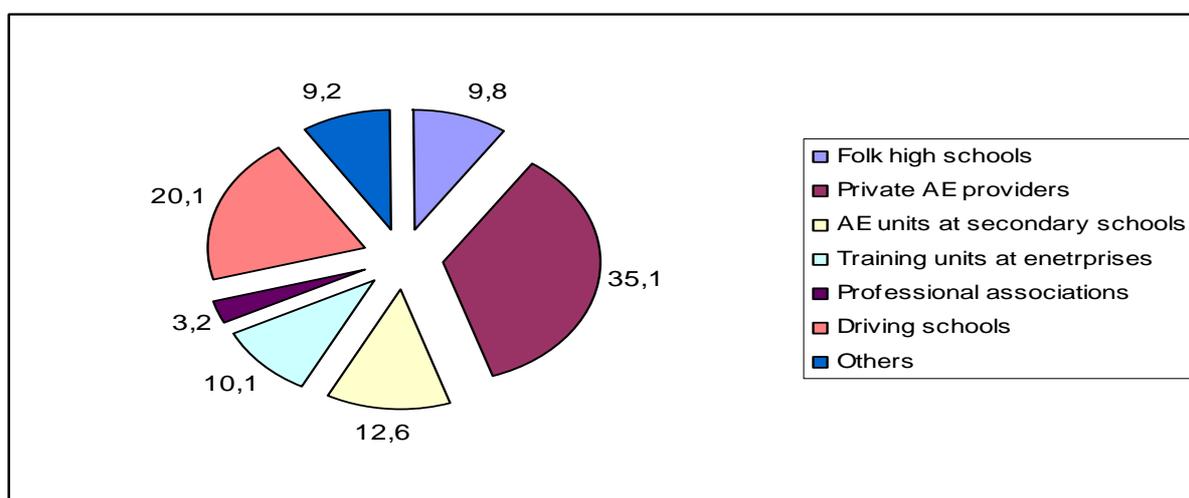
Several measures were developed to bring learning closer to learners: special training programmes aimed at marginalized groups (see PUM, literacy programmes Theme 5.3); a network of specialized teachers and mentors to support access of these groups to training; and a network of local information and counseling centers (15) for adults across Slovenia, and e-learning is strongly supported by the state.

5.2.2 MAJOR CHARACTERISTICS OF NON-FORMAL CVET

The largest share of adult and continuing vocational education and training is provided in non-formal programmes or courses and training and learning activities. More than 80% of non formal CVET cover work related training and the rest of learning is in line with personal interests and needs. They do not lead to higher qualifications; neither do they open access to formal school programmes.

In 2006/2007 non formal CVET was offered by 237 specialized AE providers, including 70 driving schools. The other providers were NGO, museums and other occasional providers (Figure.3).

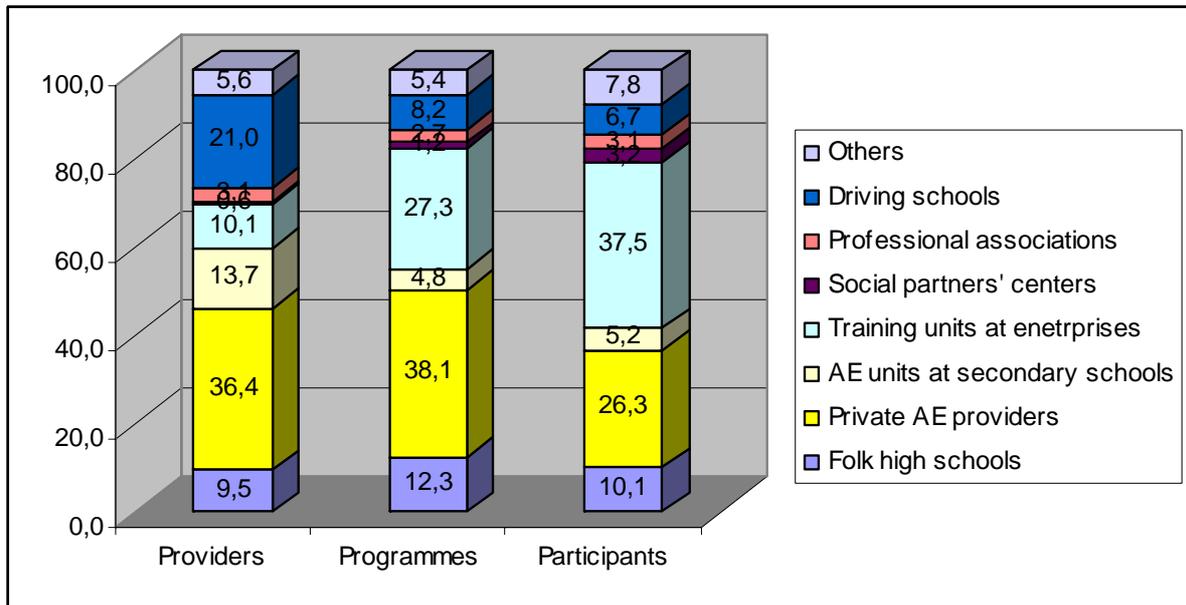
FIGURE 3. PROVIDERS OF NON-FORMAL EDUCATION AND TRAINING IN SLOVENIA, SCHOOL YEAR 2006/2007, %



Source: SORS Continuing education, Slovenia, 2006/2007.

All these providers together implemented training for 268,745 participants in school year 2006/2007. Training units at enterprises included 34% of all participants, followed by private providers (30%), folk high schools (9%) and AE units at secondary schools (5.5%). See Figure 4.

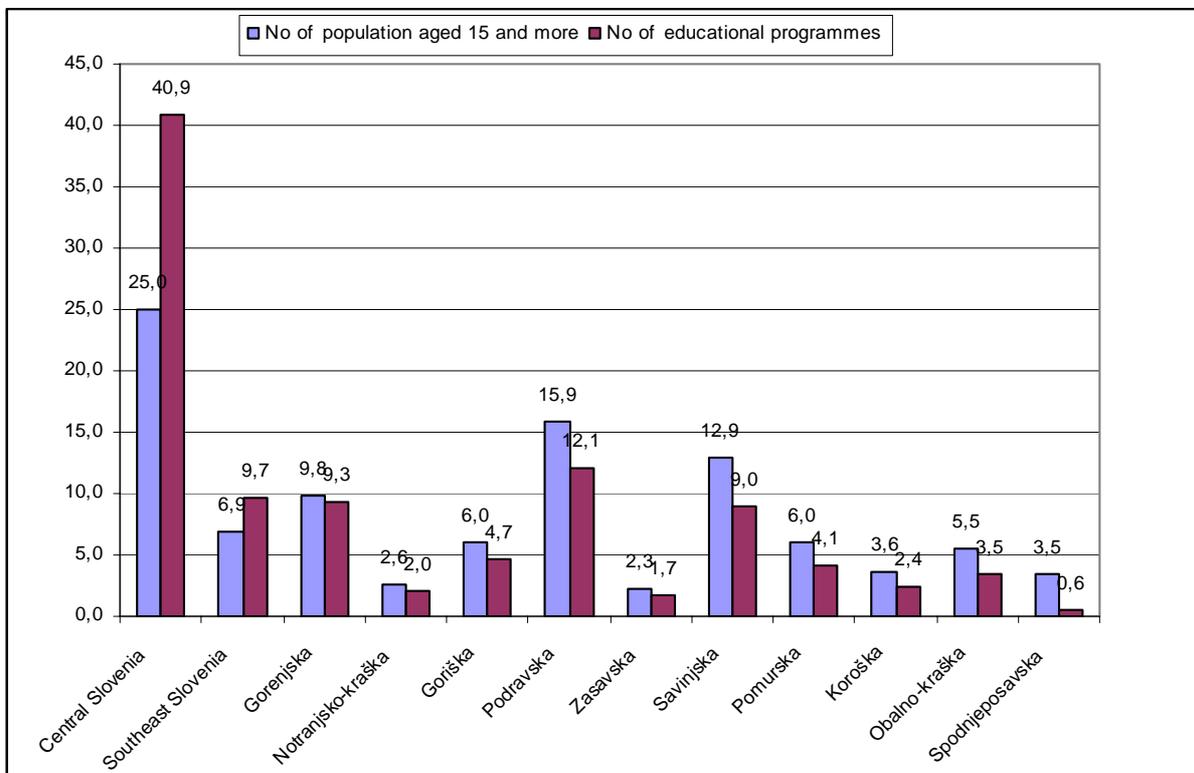
FIGURE 4 SHARES OF NON FORMAL PROGRAMMES, HOURS OF TRAINING AND PARTICIPANTS BY PROVIDERS, SCHOOL YEAR 2005/2006, %



Source: SORS Continuing education, Slovenia 2005/2006 No73/2007

Regional distribution of providers shows that more than 40% of educational programmes are located in most developed Central Slovenia region with 25% of all inhabitants (Figure 5, Regional distribution of educational programmes and population).

FIGURE 5 REGIONAL DISTRIBUTIONS OF POPULATION AND EDUCATIONAL PROGRAMMES, 2008, %



Source: Brenk: 21, 2008.

MAIN CHARACTERISTICS OF THE TRAINING PROVISION IN NON-FORMAL EDUCATION

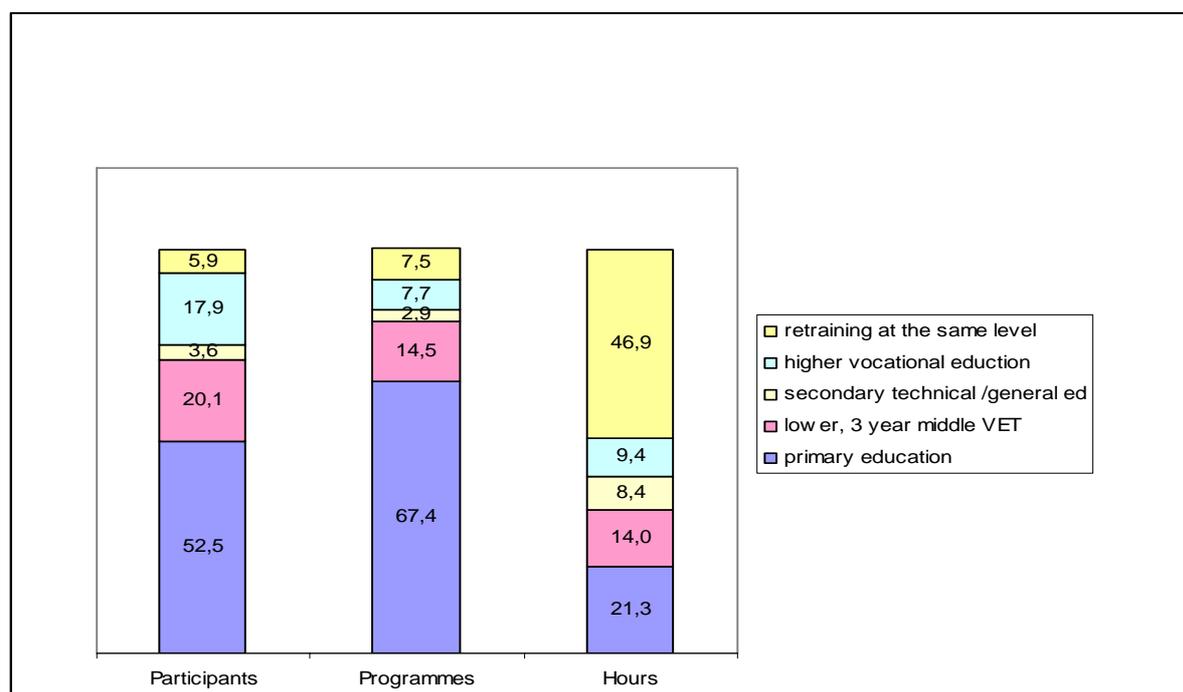
Most of the non formal education is implemented in non accredited education and training programmes (76% of all participants in non formal education) designed by providers as a response to individual and labour market demand. Non accredited programmes were attended by 205 501 adults; most of them work related (81%) and 17% training in line with their personal needs and interests (SORS Continuing education, Slovenia 2006/2007, 3 July).

The accredited programmes have to meet guidelines laid down by legislation and specific guidelines of the minister. Providers of these programmes must be accredited (see theme 5.2.2 on quality assurance).

In school year 2006/2007, 37 839 adults attended accredited programmes: 21 875 participated in driving schools (and about 15 000 in language programmes -estimation based on data 2005/06).

Accredited programmes consist of programmes of vocational training, further vocational training, specialization and retraining. There are no admission criteria for 81% (2 424) of accredited programmes. Prior formal education is required for 19% (585) programmes (Figure 6).

FIGURE 6. THE STRUCTURE OF ACCREDITED PROGRAMMES WITH ADMISSION CRITERIA, PARTICIPANTS AND HOURS OF TRAINING BY THE LEVEL OF PRIOR EDUCATION, 2005/2006, %



Source: SORS Continuing education, Slovenia 2005/2006 No73/2007.

Non-formal education and training carried out as part of the active employment policy represents an important part of CVET directed at the needs of the labour market and is strongly supported by Ministry of Labor. The participation in non formal training and education is free of charge for all unemployed, employed in the process of losing their jobs, and other vulnerable groups that meet some requirements (Roma people, drop outs), determined in active employment policy measures or other legal regulation (aliens).

The policy measures include also funds for co-financing education and training of key personnel to improve competitiveness of enterprises and their travel and accommodation costs connected to education and the costs of training of employees, with ISCED 3 at the most, who participate in language and ICT training, training preparing for assessment, recognition and accreditation of NVQ and basic vocational qualifications.

MAIN DISTANCE LEARNING PROGRAMMES BY TYPE OF TRAINING PROVIDER

A special survey (RIS 200005) related to eLearning among companies shows, that one fifth of them have reported some vague forms of eLearning, most often related to ICT based materials on their internet system. Around 43% of large companies and around 25% of medium, small and micro companies use certain forms of Internet eLearning and e-content. The general measurement of eLearning usage in enterprises in the Eurostat survey shows very high values for enterprises in Slovenia (40%) compared to EU15 (20%) in 2006 (Vehovar: xii, 33).

Though eLearning is strongly promoted, the available data show that in 2005/06 only 22 providers (out of 323 listed in the Catalogue of AE providers published by Slovenian Institute for adult education) offered around 110 (56%) e-programmes, most of them accredited (languages 23%, upper secondary education programmes 1%, higher vocational education programmes 5%, higher education programmes 13%, specializations 1%, Žagmajster, 2006).

Other commercial suppliers (35 in 2006) supply on line courses. The most typical of these are: NEVRON d.o.o. Interactive solutions (<http://www.nevron.si>), that provides on line courses regarding IT; B2 d.o.o. (<http://www.b2.EU>) offers on line courses within its own higher vocational training; Kragelj & Kragelj d.o.o. (<http://kadrovanje.com>) advises companies on the development of their employees and in the area of education, it is specialized on electronic education (i.e. HRM); Qualified people are preparing technologies and learning contents for the companies (Vehovar: 25, 2008).

MECHANISMS TO ACCREDIT NON-FORMAL/INFORMAL LEARNING

Accreditation of non-formal/informal education and learning is determined in school legislation, regulating upper secondary vocational and technical education, higher vocational education, higher education and relevant minister's rules. Adult education providers are obliged to adopt the rules specifying the procedures, bodies and tools for recognition and accreditation for the participants of their programmes (see Theme 4 and 5.1.2.).

However, recognition, assessment and accreditation does not replace admission criteria to get access to further formal education or to regulated professions, it only obliges formal education providers to exempt the participants from sitting the subjects and parts of the programmes and admit them to advance faster within the programme.

The National Vocational Qualifications Act implemented a new way for the acquisition of national vocational qualifications and publicly valid documents (certificates) in accordance with European processes and measures adopted for the assessment and recognition procedures for non-formal and informal knowledge and skills. The primary purpose of this kind of formal verification is a complete review of an individual's knowledge, skills and experience confirmed in accordance with prescribed procedures (including counseling and assistance). In this way, the quality and fairness of the system, the participation of all relevant partners, and the transparency and comparability of an individual's knowledge and skills are ensured.

Another advantage of the certification system is flexibility, which enables immediate reactions to the needs of the labour market. It enables adults to formalize their knowledge, skills and competences, acquired with experiences and with non formal and informal learning and acquire NVQ. The assessment takes place against nationally agreed standards of knowledge and skills requirements for performing a job or part of it. However NVQ does not give national school leaving certificate. The possibility to verify previously acquired knowledge and to form shorter training programmes to compensate the lacking knowledge and skills, which eventually leads to the formal acquisition of a profession, helps diminishing the differences between supply and demand on the labour market. Initiatives for the preparation of vocational standards and catalogues proposed by the employers are a valuable contribution to the development and the applicability of the qualifications system and structures.

The Centre for Slovenian Language (as a second foreign language) at the department for Slovenian studies (Faculty of Art, University of Ljubljana) has been authorized to assess the knowledge and skills of the Slovene language and to issue publicly recognized certificates on the knowledge of the Slovene language as a second language - necessary for acquiring Slovenian citizenship, work permit or registering at any of the Slovenian university or high school.

The case of national assessment system to measure ICT skills is European Computer Driving License (ECDL), which attests that the candidate have demonstrated knowledge of the use of the Windows operating system, the Word, Excel, Power Point and Access programmes, the Internet and electronic mail. The obtained certificate proves a particular level of computer knowledge in addition to any certificates of completed education. The certificate is recognized by employers.

For the moment the methodological and technical capacities for effective integration of formal, non-formal and informal systems are still to be developed. Other systemic measures that would have to be introduced for this to happen (such as in governance, financing, modularization and the decentralization of curriculum responsibilities) were enacted but they need practical implementation. The Slovenian Institute for Adult Education (SIAE) has developed training courses for teachers to be able to implement the procedures in everyday practice.

ISCED	ISCED0_2				ISCED3_4				ISCED5_6			
	POPUL	EMPL	UNEMPL	INACTIVE	POPUL	EMPL	UNEMPL	INACTIVE	POPUL	EMPL	UNEMPL	INACTIVE
EU25	6.5	9	7.6	2.8	16.4	18.9	14.8	6.7	30.9	33.7	22.7	13
SI	6.7	10.8	:	1.9	22.1	27.5	16.2	6.2	48.6	54.3	19.5	13.8

Note: the economically inactive population does not comprise all persons who were "employed" nor "unemployed" during the short reference period used to measure "current activity". This population is split into four groups: attendant at educational institutions; retired; engaged in family duties; other economically inactive.

Source Eurostat, 1999, Guidelines and table programme for the Community programme of population and housing censuses in 2001, Vol. 1: Guidelines, Office for Official Publications of the European Communities, Luxembourg.

Slovenia ranks above the EU25 average for all groups of population, the only exception are inactive with ISCED 0_2 and 3_4.

The data for Slovenia show that also in non formal learning, like in formal education, the most privileged group - employed with ISCED 5-6 can best take advantage of educational and training provision. The share of their participation in non formal learning is the highest, 5 times higher than the one with ISCED 0-2, while the gap is much lower when it comes to the employed with ISCED 3-4. The uneven access and educational inequity have been recognized and dealt with in labour market policy, while in educational policy non formal learning of adults is still in disadvantage compared to initial general and vocational education, as well as formal education of adults. Non formal education is entirely dependent on annual national budget and first to suffer cuts in economically unstable periods. Non formal learning suffers of insufficient public investment which is in addition accompanied by inefficient mechanism for reallocation of funds. The Ministry of Education and Sport is planning to renew adult education legislation and extend the Resolution on the National programme until 2013. It is expected that the deficiencies from the period 2004-2009 will be remedied (see Theme 3).

5.3 MEASURES TO HELP JOB SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

The Ministry of Labour, Family and Social affairs is primarily responsible for providing CVET opportunities for unemployed and other vulnerable groups in the labour market. Their rights are laid down in labour and social legislation (see Theme 3), in active employment policy supplemented by governmental special downturn measures.

Table 4 presents the types of training activities that are available to unemployed, employees threatened by unemployment, disabled persons and other vulnerable groups in accordance with the individual employment plan that has to be designed before entering the educational programme.

TABLE 4: PARTICIPATION OF UNEMPLOYED, EMPLOYED THREATENED WITH UNEMPLOYMENT AND OTHER VULNERABLE GROUPS IN EDUCATION AND TRAINING				
EDUCATIONAL ACTIVITIES	2007		2005	
	NUMBER	%	NUMBER	%
ACCREDITED LITERACY PROGRAMMES	245	1.8	136	0.9
INSTITUTIONALIZED TRAINING	4 586	33.1	3 981	25.9
ACQUISITION OF NVQ	205	1.5	419	2.7
WORK TRIAL	2 210	16.0	1 897	12.3
ON THE JOB TRAINING	695	5.0	2 064	13.4
PROGRAMMES OF FORMAL EDUCATION	5 697	41.1	6 654	43.3
PROJECT LEARNING FOR YOUNG ADULTS (PUM)	215	1.6	210	1.4
TOTAL	13 853	100	15 361	100.0

Source: *Ess Annual Reports 2005, 2007.*

Education and training for improving literacy competences in mathematics, Slovenian language, natural sciences, social competences, active citizenship, ICT and learn to learn

for different priority groups: younger unemployed with no qualification wishing to re-enter formal education (120 hours programme), unqualified rural population wishing to involve in rural paid activities (50 hours programme), adults with special needs who wish to improve their competences for daily performance (120 hours programme), and for employed with no qualification who are threatened to lose their jobs (350 hours programme). For each participant an employment plan must be designed. These literacy programmes are accredited and end with public certificate. The standards of knowledge for mathematics, Slovenian language and natural sciences in 350 hours literacy programme for the employed are recognized in formal primary, lower vocational and middle vocational programmes for youth.

Institutional training for increasing employability and competitiveness on the labour market by acquiring new knowledge, skills and abilities and programmes preparing participants for obtaining NVQ: the training programmes are aimed at unemployed persons without any vocational education or with training in surplus professions, unemployed young persons, young people without work experience, employees who are threatened by redundancies and disabled persons. The programmes last up to 12 months, for disabled 18 months.

Formal education and training programmes, carried out in the Programme 10 000+. It represents the most outstanding government-supported measure for providing formal education for unemployed. It has been carried out since 1997 (initially as the Programme 5000). It primarily targets unemployed people, young drop outs, those with no vocational qualifications or with qualifications not in demand in the labour market who have been unemployed for more than six months, those made redundant following the end of a training contract. The number of educational places and fields of education are determined by the needs on the regional labour markets, vocational and personal abilities of unemployed, possibilities for successful completion of a programme, the costs of the programmes. The interests of the unemployed are taken into account if reasonable. The objectives, duration and certification of the programmes are determined by the formal programmes and its providers.

The program Project Learning for Young People (PUM) was designed specially for dropouts, the European social policy champion 2007 (<http://www.regionalreview.eu/categories/default.htm>). It is an accredited non-formal educational programme for young people aged between 15 and 25, out of work who have no or incomplete education. The purpose of the programme is to motivate young people to resume their interrupted schooling, help them to decide which form of education they will choose, with the existing possibilities and offer them individual support, while they compensate for their missing prior knowledge. The programme lasts for 1 year. Nearly 65% of young participants return to school.

On the job training comprises programmes of practical assessment of knowledge, skills, interests and abilities of an unemployed and workplace training for unemployed and graduates. The aims of programmes are improving employability of unemployed and graduates by acquiring working experiences and competences needed for a certain job or set of tasks. The programmes last from 1 to 3 months.

Training programmes for employees include programmes for developing key competences and raising education level and are aimed at employees in SME, and employees in enterprises. The participation of employed in education is co-financed to employees in economic companies that are paid out state subsidies for cutting working hours to cope with downturn and employees who have finished educational programmes with ISCED level 3 at the most, and employed with self supporting entrepreneurs. The duration of programmes is determined in public tender and educational programmes of providers, but must finish until 31.12.2010.

A special educational programme for immigrants has been just accredited. It consists of two parts: Slovenian language (from 30 - 180 hours) and Slovenian history, culture and constitution (30 hours). The participation will be free of charge for immigrants who are residents in Slovenia and their family members, and the immigrants and their family members that have been living in Slovenia for at least 2 years.

There are several other incentives for unemployed and employed, such as job rotation, job clubs, advice and assistance in planning professional career and job seeking, entrepreneurship training.

6. TRAINING VET TEACHERS AND TRAINERS

6.1 TYPES OF TEACHER AND TRAINER OCCUPATIONS IN VET

6.1.1 TEACHING AND TRAINING OCCUPATIONS IN VET

	ROLES
VET TEACHERS (TEACHERS OF GENERAL SUBJECTS IN VET PROGRAMMES, TEACHERS OF EXPERT MODULES IN VET PROGRAMMES, DIVIDED INTO THOSE WHO TEACH THEORY AND THOSE WHO TEACH PRACTICE)	<ul style="list-style-type: none">• teaching• school curriculum development• assessment• developing learning and teaching materials• developing learning/teaching methods• design of assessment methods and criteria• collaboration with programme teacher assemblies and other expert teams in coping with expert questions• cooperation development projects• interaction with employers or other stakeholders• collaboration in introducing reformed programmes and in CPD for introducing reformed programmes
VET TRAINERS (TRAINERS AT WORKPLACES IN COMPANIES)	<ul style="list-style-type: none">• training• mentoring students• sometimes collaborating in school curriculum planning and assessment

Requirements regarding the qualification of mentors for teaching in companies and healthcare institutions (not belonging to a craft) are not finalised, which is also true of their position in a company, hospital etc.

There is no data on the attractiveness of VET teacher and trainer professions compared general teachers and to other sectors. However, in previous years there seemed to be a trend of higher attractiveness of general teacher's professions compared to VET teacher and trainer professions. In general being teacher in our society is not so highly respected profession as being an expert in other sectors.

6.1.2 RESPONSIBLE BODIES

On national level, curricula for teacher training is set by the National Institute for Vocational Education and Training and also by three Consortiums of Schools.

Quality assurance is provided in a few ways:

- The institute facilitates self-evaluation in schools. On national level there are guidelines for self-evaluation at schools.
- In accordance with Vocational Education and Training law, schools are obligated to establish an expert team for quality assurance, which is obligated to prepare annual report on quality.

- Institute of the Republic of Slovenia for Vocational Education and Training is monitoring processes at schools and on the basis of empirical researches reports with recommendations for improvement are prepared.
- School inspection.

6.1.3 RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

In 2001 the National Institute for Vocational Education and Training has defined few goals of the reform. Teachers and trainers had to adopt and cope with new roles to face greater autonomy.

6.2 TYPES OF TEACHERS AND TRAINERS IN IVET

6.2.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

A) VET TEACHERS, I.E. WHO WORK IN SCHOOL AND IN OTHER FORMAL LEARNING ENVIRONMENTS

In line with the law, the professional staff at public vocational or technical schools is comprised of **teachers** in general educational and specialist-theoretical subjects at short-term vocational, secondary vocational, and secondary technical schools; **lecturers** at higher technical schools and teachers of practical lessons and skills; **counselors**; **librarians**; and other professionals. The term “professional staff” also includes master craftsmen who train their apprentices.

Teachers are required to have a suitable level of education as follows:

- teachers of general educational and specialist-theoretical subjects must have university education in a relevant programme as well as teaching qualifications;
- teachers of practical lessons and skills are required to have at least secondary technical education in a relevant programme, a minimum of three years of work experience, and teaching qualifications or a master craftsman examination;
- master craftsmen are required to have passed a master craftsman exam in line with the law; and
- lecturers at higher education institutions are required to have at least university education in a relevant programme and teaching qualifications, three years of corresponding work experience and discernible achievement in their field of knowledge.

B) VET TRAINERS, I.E. TRAINERS WHO WORK IN IN-COMPANY TRAINING AND WORK-BASED LEARNING SUPPORT SITUATIONS

Practical lessons take place at school, whereas practical training through work placement is carried out at an employer. The entire extent of practical lessons and practical training through work placement is determined with regard to the educational programme. Conditions for practical training through work placement which must be fulfilled by the employer are determined by the Minister of Education together with the social partners.

Some practical training through work placement may also be conducted at the Inter-Company Education Centre.

The rights and obligations of the school, student and employer in the process of practical education are determined by means of a learning agreement, which is defined in greater detail by the law.

At schools, practical lessons are provided by teachers who educate students in order for them to acquire fundamental vocational knowledge and skills required for them to enter the work process, as well as knowledge they cannot acquire in companies.

Practical training through work placement at an employer is the responsibility of mentors who educate students with the purpose that the latter acquire knowledge of specific work circumstances, while also developing vocational competences and undergoing vocational socialization.

Organizers of practical education at school are responsible for direct co-operation with employers who admit students for practical education.

6.2.2 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

PRE-SERVICE TRAINING

Teachers and trainers must be in command of the Slovene language, have a suitable level of education and are required to have passed the proficiency examination in line with the law. Both participate in the process of acquiring teaching qualifications, must complete internship and pass the proficiency examination in the field of education and schooling. Master craftsmen who educate trainees are required to have passed a master craftsman examination.

There is, however, an additional requirement for teachers of practical lessons within technical modules of vocational and technical education, namely that they have at least 3 years of work experience in the enterprise sector.

Teachers of practical lessons within technical modules sometimes have the University level of education, as do all teachers working in the field of general education. In some programmes (hairdresser, auto repairman etc.), teachers of practical lessons within technical modules may only have the IV. or V. levels of education, as this is the highest possible level of education in the field in question.

There are a few differences in the role of a teacher in general and vocational educational field. Teachers working in the field of vocational education and training must connect and participate with the enterprise sector and employers (in line with the Vocational Education Act) and work with them to plan and implement the teaching process. Moreover, teachers of technical theory and practical lessons within technical modules must also co-operate. In the process of modernization, we wish to establish the highest possible degree of co-operation among all teachers within a programme, especially when it comes to planning the teaching process. General education is still organised by subjects, not by modules

The amended legislation introduced training through work placement for all students of VET in Slovenia. In comparison with the previous situation, new programmes generally tend to increase the extent of practical training for students, which is expected to result in greater demands for qualified mentors. The key role in practical training through the work process is assigned to the mentor. In order to provide training in a certain craft, a mentor is required to have passed the master craftsman examination. New solutions in the legal framework thus point to the great importance of practical training of master craftsman candidates. A question therefore arises with regard to their further professionalization.

In order for someone who graduated from a certain field of knowledge, but whose course of study did not include attainment of the teaching skills required to be employed as a teacher, one is required to:

- Successfully complete a 300-hour course on teaching processes, and acquire teaching qualifications which comprise Pedagogy, Pedagogical Psychology, Didactics, Andragogy and Special Didactics.
- Complete a one-year internship period under the guidance of a mentor and pass a proficiency examination covering the field of education and schooling which comprises: 5 presentations of work in a classroom and an examination on legislation covering schools. Practical training through work placement at an employer is the responsibility of the mentors who educate students in order for them to acquire knowledge in specific work circumstances while also developing vocational competences and undergoing vocational socialization.

IN-SERVICE TRAINING

In line with rules from the Ministry of Education and Sport (MŠŠ), teachers are entitled to dedicate 5 days a year to their own professional development. They attend training courses which they select themselves from the existing MŠŠ offering according to their own interests and in order to advance their technical qualifications, or by agreement with the school's management.

Institute of the National Institute for Vocational Education and Training and three consortiums of schools are developing and offering training to support teachers and schools to meet the new roles, brought about by the reform and greater autonomy.

6.3 TYPES OF TEACHERS AND TRAINERS IN CVET

6.3.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

Please refer to 6.2.1

6.3.2 PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TEACHERS AND TRAINERS

Please refer to 6.2.2

7. MATCHING VET PROVISION WITH LABOUR MARKET NEEDS

7.1 SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (IN SECTORS, OCCUPATIONS, EDUCATION LEVEL)

Actual demand and short-term labour market needs have been followed by the National Employment Service. The Employment Service provides information on demand on the labour market and its needs. They provide data on jobs available on the labour market, advertised by employers, and the results of a questionnaire on annual labour market needs, which targets companies with over 10 employees. Data on labour market needs are complemented by data on immigrants who obtained work permits.

Comparison of data on demand and the numbers of unemployed people (actual supply) provides information on short-term educational and occupational discrepancies on the labour market. But it does not give a full picture of the knowledge, skills and competences required by employers. The Employment Service does not deal with mid-term and long-term forecasting of labour market needs and there is no other research or institution in Slovenia which works on the issue systematically. Labour market forecasts and assessment of trends at macro and aggregated levels are done by the Institute for Macroeconomic Research and Development and presented in its short-term and long-term development documents.

In accordance with the demands of The National Vocational Qualifications Act the National Institute for Vocational Education and Training (CPI) deals with research and developmental work in the field of vocational standards. Among other things, it examines closely the developments on the labour market, prepares mid-term and long-term forecasts, identifies new occupational areas and occupations in cooperation with social partners, prepares international comparisons and collects the initiatives for new vocational standards.

CPI developed a special questionnaire in order to determine the 'planned number of occupational needs', to establish short and long-term occupational needs and the contents of concrete occupations, skills and competencies. The questionnaire is then adapted to specific branch, conditions and developments or specific occupation in question. With the aim to determine concrete occupations, occupational trends and trends in branches, on the basis of which the questionnaires are prepared, the Institute uses the method of brainstorming with representatives of companies, chambers and other respected experts and monitors labour market demands in specific branch in a certain period. The Institute as a national coordinator of activities in the development of occupational qualifications together with social partners in specific branch compose a group of experts in the branch that are familiar with technology, situation and perspective of the branch and also HRD experts within the branch. They assist in defining profiles that are needed on the labour market presently and in the future taking trends labour market demands into account.

During the procedure for the preparation of vocational standards, all key partners are systematically included on the national level in defining the contents of professions and qualifications, their levels of requirements as well as the needs of the labour market during the next few years. Participation of the most advanced individuals from the field of industry, crafts and service is of utmost importance in early detecting of needs for new qualifications.

The Ministry of Labour established Sectoral committees for vocational standards composed of established experts and representatives of Chambers, Ministries, and Trade Unions.

The Sectoral committees for vocational standards give proposals to prepare vocational standards and determine priorities in their fields based on the establish skill needs.

7.2 PRACTICES TO MATCH VET PROVISION WITH SKILL NEEDS

The Vocational Education Act determines vocational standards as the basis for preparation of educational programmes. In addition, the National Professional Qualifications Act determines vocational standards also as the basis for preparation of catalogues and assessment of national vocational qualifications. It also determines the proceedings for preparation and approval of vocational standards and institutions and partners having jurisdiction in the area.

National vocational qualifications are formally recognized on the basis of national vocational standards and acquired on the basis of verified education programmes or through the procedure for assessment of national vocational qualifications. Vocational standards define contents of national vocational qualifications on a certain level of efficiency, define knowledge, skills and vocational competences and assure transparency and quality of learning outcomes.

Formally, valid and compulsory methodology for preparation of vocational standards was developed by CPI and approved by the Council of Experts for VET. The adopted methodology needs to be considered already at the initial stage by those proposing vocational standards. Each initiative has to be based on anticipation of labour market needs according to long-term economic development at regional or national levels.

The preparation of vocational standards and catalogues for NVQ is done through social dialogue. It is important for the employers to explain what kind of personnel with what kind of knowledge and skills they need now and in the future. After all, vocational standards are not just a record of the current situation but also of the trends in the development, which is of considerable importance for the changing labour market not just from the point of view of the employer but especially from the point of view of the certificate holder.

The new national curricula are based on modules and competences and lead to credits. It is possible to acquire wide basic general and vocational knowledge and also begin to develop special knowledge by choosing modules. Of the curriculum, 20% is flexible and can be adapted to regional and local needs, which strengthens cooperation between schools and local enterprises. In general, new programmes are prepared which determine the study results expected in order to gain occupational competences (the emphasis is on linking theory and practice, training in companies is compulsory) and upgrade key competences and general knowledge, for which standards are prepared at all levels. The study results (knowledge, skills and competences) of individual modules and the numbers of credits are determined too. New programmes are structured to enable vertical and horizontal mobility among programmes. Students with poor knowledge, who are not able to complete an overall educational programme successfully, can acquire a national vocational qualification certificate based on successfully completed modules. By linking school and certificate systems, adults who obtained a certificate through certification of informally acquired knowledge, can use it in further education. Vertical and horizontal mobility by branches is a solid basis for lifelong learning, where one can enter and leave the school system 'with no loss', with a vocational qualification. It enables individuals to upgrade basic and vocational knowledge and skills more easily in lifelong learning.

THE INVOLVEMENT OF THE STAKEHOLDERS:

<p>MINISTRY OF LABOUR, FAMILY AND SOCIAL AFFAIRS</p>	<p>the umbrella body in the NVQs system announces vocational standards and catalogues</p>
<p>SECTORAL COMMITTEES FOR VOCATIONAL STANDARDS (ESTABLISHED EXPERTS AND REPRESENTATIVES OF CHAMBERS, MINISTRIES AND TRADE UNIONS)</p>	<p>discuss initiatives determine the priorities in development of vocational standards propose the preparation of occupational profiles, vocational standards and catalogues to experts coordinate the content of vocational standards and catalogues propose vocational standards and catalogues to the competent expert council give initiative to develop new or update existing vocational standards (5 years) responsible for a coherent qualification structure in sectors revisions of vocational standards and catalogues</p>
<p>NATIONAL COUNCIL OF EXPERTS FOR VOCATIONAL AND TECHNICAL EDUCATION</p>	<p>adopts the methodology for the preparation of vocational standards and catalogues propose vocational standards and catalogues for adoption to the Ministry of Labor adopt educational programmes</p>
<p>CHAMBERS, ASSOCIATIONS OF EMPLOYERS, OCCUPATIONAL ASSOCIATIONS, NGOs, TRADE UNIONS, MINISTRIES HAVING JURISDICTION OVER THE FIELD</p>	<p>give initiatives for new vocational standards and catalogues propose members of Sectoral committees for vocational standards propose members of the Council of Experts for VET and its bodies</p>

8. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

8.1 STRATEGY AND PROVISION

The main providers of career guidance services in Slovenia are schools, the Employment Service of Slovenia (ESS) and adult educational guidance centres. In all settings professional counsellors are employed. They provide a broad range of guidance services (personal, social, vocational).

Guidance in schools is provided by school counsellors who work in school counselling services. Schools have at least one school counsellor, bigger schools have two or three.

Guidance in the Employment Service of Slovenia (ESS) is provided by local and regional offices (VICCs) throughout Slovenia and is coordinated by the department for vocational guidance at the central office. The first vocational information and counselling centre (VICC) was established in 1999. Now more VICCs operate in the frame of the ESS (there are three larger centres and ten in partnership with other partners). Career counsellors in the ESS and VICC provide guidance service for the unemployed people (60%) and pupils / students (33%). Guidance service is also offered to other adults (employed, school counsellors) which represented 7% of all clients in 2008. The Employment Service of Slovenia also provides a limited number of guidance activities for school students in primary and secondary schools.

Since 2001 adult educational guidance centres (ISIO) have been created within adult training centres. Each region in Slovenia has one guidance centre, the 14 centres are coordinated by the Slovenian Institute for Adult Education (SIAE). They provide guidance to adults before, during and after the education and training process. Adult training centres employ full-time counsellors (in ISIO centres) while information is also provided by other staff. SIAE has developed a professional doctrine, maintains databases on training and guidance opportunities, provides training for ISIO counsellors and has developed quality assurance system for guidance centres.

From 2008 ISIO are also a part of the so-called Centres for lifelong learning - the 14 centres are till 2013 co-financed by European Social Fund - 85% and Ministry of Education and Sport - 15%. These centres are organized as a partnership between providers of learning with the use of information and communication technology, between forms (projects) of learning of adults, with guidance (especially for adults).

There are other organizations operating in the field of guidance, such as the Chamber of Crafts, which is responsible for the apprenticeship system (crafts). Its role is to find suitable employers, license them, arrange contracts, place apprentices, etc. The chamber also produces information on apprenticeship (apprenticeship system, learning opportunities) and actively promotes craft occupations and job prospects (fairs, etc.). The Chamber of Commerce and Industry is not very active in guidance. Most contacts between schools and employers are arranged without the participation of this Chamber. In the last few years the chamber has shown growing interest in guidance and began to cooperate in guidance projects.

The National Institute for Vocational Education (CPI) has become an important actor in the field of guidance, providing information material on occupations and vocational training. The CPI promotes several guidance projects and is very active in the national project for drop-out prevention.

Provision of guidance (specialized for students) in higher education is still limited. The University of Ljubljana, the University of Primorska, the University Nova Gorica have established career centres for their students. Students can get guidance and counselling in the Employment Service of Slovenia (EES) and in their vocational information and counselling centres (VICCs) but this is not specialized.

The responsibility for the management of the guidance services is divided between the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs. The former finances school counseling services (providing salaries for counsellors) and projects on VET promotion and career guidance run by the CPI. The Ministry of Labour, Family and Social Affairs finances guidance services in the Employment Service of Slovenia (ESS).

There is no special budget for other guidance activities in schools. Therefore it depends on schools themselves how many resources are spent on guidance activities (information material, etc.). There is also a special budget for guidance activities (information production, collection and dissemination, ICT, training, etc.) including a national contribution for the National Resource Centre for Vocational Guidance (NVICC), which operates at the ESS central office.

In the early 1990s, some private counseling agencies, which mostly provide vocational training or placements, but also some guidance activities, have emerged. Some bigger companies provide guidance services for their employees.

Career guidance is not a compulsory part of the educational pathway in Slovenia. Nevertheless, the National Institute of Education is responsible for the doctrine of school counseling work, for professional support for school counseling services and prepares materials for introduction of trans-curricular competence Career Managing Skills into the primary school curricula. Actual delivery of issues that serve to develop this competence is a matter of decision of individual teachers and is by their opinion prevalently of secondary importance compared with their primary subject.

Since 2005, both ministries have made some steps for better coordination and faster development of guidance services in Slovenia. The first was a project on developing the concept of lifelong training and guidance centres.

The second was the National Guidance Policy Forum which was established in 2005 in the frame of a joint action project with the same name. The main result of the forum was a proposal for further development of guidance services in Slovenia with the support of the European Social Fund (human resources development operational programme 2007-13). Implementation activities were expected to start in January 2007. Unfortunately, in 2007 after the expiration of the Leonardo da Vinci project under which it was established, the Forum ceased to exist.

Another step toward improvement of career guidance has been made in January 2006 when the Ministry of Education and Sports established the Board for VET promotion. The work later resulted in the realization of the Action plan for the improvement of recognition and promotion of vocations (time frame 2007 - 2013). Projects implementing the Action plan are designed for promoting VET via lifelong learning career guidance tools and practices.

Another important step happened in December 2007 when the Ministry of Labour, Family and Social Affairs established the Working group for the development of the project on lifelong learning career guidance (within the frame of human resources development operational programme 2007-13). The working group aims to congregate available financial, intellectual and human resources in order to produce expert groundwork for the establishment of system approach to lifelong learning career guidance. This expert

groundwork is planned to result in establishing a national reference point for lifelong learning career guidance - national authority responsible for the development of lifelong learning career guidance policies and practices.

In 2007 Slovenia made a third important step by joining the European Lifelong Guidance policy network (ELGPN) - a network which aims at developing guidance policy and practice at Member State level and also contributes to the development of effective guidance policy at EU level. A representative of the Ministry of Education and Sports is the official representative of Slovenia in the network and the National Institute of Education has been appointed as the partner organization. In January 2009 a working group for lifelong career guidance has been established under the responsibility of the Ministry of Education and Sports, which unites members from the Ministry of Labour, Ministry of Higher Education, Science and Technology, Ministry of Economy, Government office for Development and EU affairs and representatives of social partners. In April 2009 Slovenia hosted a Study Visit under the Working Package 2 of the ELGPN programme. At the moment, a joint analysis is under way in cooperation with the above mentioned Working Group for the Project on LLG about possibilities to unite both groups on one hand and about best ways to coordinate both policies and delivery of services of various providers in the field of guidance on the other.

8.2 TARGET GROUPS AND MODES OF DELIVERY

STUDENTS AT PRIMARY AND SECONDARY SCHOOLS

All public schools operate school counseling services. They provide counseling to apprentices, pupils, students, teachers and parents and cooperate with tutors, teachers and school management in planning, following-up and evaluating development of the school in performing educational tasks, and provide vocational guidance. School counseling services are carried out by school counselors in liaison with the Employment Service of Slovenia (ESS).

Career guidance activities are part of the annual plan of the school. The plan content depends on the school but usually further activities are included: visits to employers, a visit to a local vocational information and counseling centre (VICC), individual counseling sessions, activities related to enrolment procedure (from primary to secondary schools). Some schools organize additional activities, such as work experience, work with parents, etc.

HIGHER EDUCATION STUDENTS

Guidance activities in Slovenian Higher Education institutions are modest and in some cases do not exist. However, there are some cases of good practice. Where guidance activities exist, they are limited to visits of students to prospective employers or discussions between students and relevant professionals. Some private providers run job-search sessions for students at universities.

Universities and other Higher education institutions mostly do not provide specialized career services for their students. There are two exceptions: Faculty of Economics (University of Ljubljana) with its career centre for students (*CERŠ*) and another centre (in development) at the University of Maribor.

Students' organizations are quite active in guidance. They organize student career fairs (Student arena, Get Work, etc.) which are becoming more popular every year among higher education students. The number of career fairs for students increased in 2006 with new fairs organized by private agencies.

UNEMPLOYED

The unemployed are a priority target group of the ESS. The main methods used in guidance for them are:

- information: the ESS publishes a wide range of information (leaflets, brochures, etc.) on the ESS activities, occupations and job opportunities. Information is available at local offices and also in the media (newspapers). The ESS also maintains an Internet site, where the unemployed and others can access job vacancies and information on the ESS activities, opportunities for the unemployed, etc. The level of information activities increased after the introduction of vocational information and counseling centres (VICC), which are usually operated by the ESS;
- advice and counselling: there are two levels of (vocational) counseling provided by the ESS. The first, employment advising, is provided by employment advisers, who also provide job-broking. At an interview the adviser identifies possible barriers to employment. If advisers identify problems related to the vocational choice (lack of information, career indecision, lack of career planning, skills, etc.) they refer the person to a career counselor (the second level of counseling). Two months after registration the adviser produces an 'employment plan' with the unemployed person;
- group information sessions: obligatory for the unemployed and are usually provided by employment advisers. Sessions include information on opportunities provided by the ESS and meetings with potential employers usually take place at local employment offices;
- job-search seminars: (two-day seminars) are partly provided by the ESS employment advisers or career counsellors, partly by external providers; and
- guidance in employment programmes: there are many guidance services for the unemployed, like training and other employment programmes, provided by external providers. These guidance services providers are mostly private agencies financed by the ESS based on public tenders.

ADULTS

The Adult Education Act (1996) in Article 24 defines counseling as the activity which is a part of the annual programme of adult education, adopted every year by the government. Article 29 of the same act defines standards for financing guidance staff.

In 2004 the Government of Slovenia has adopted the Resolution on Adult Education Master Plan. It covers the period from 2004 to 2010 and contains adult education goals for the mentioned period; priority areas in adult education; activities needed to carry out the resolution; and the amount of public funds needed for achieving these purposes. And guidance activities are stressed as important infrastructure for attaining the national adult education goals.

We have data for 14 adult educational guidance centres. Each year around 20.000 adults are looking for information, advice or counselling in adult guidance centres.

8.3 GUIDANCE AND COUNSELLING PERSONNEL

SCHOOLS

Guidance in schools is provided by full-time school counselors. Educational profiles of counselors in schools are regulated by law. School counselling services can be provided by psychologists, pedagogues, social welfare workers, social pedagogues and '*defectologists*'.

School counselors have a special training system which involves many subjects relevant to their work (relationship between parent and child, drug abuse, etc.). Usually these are short courses which counselors can choose according to their interests and needs. Some training courses are relevant to career guidance (counselling techniques, etc.), some not. Specialized courses on career guidance are rare. Some guidance issues, such as knowledge of the labour market, are not covered at all by the courses available.

Further training for school counselors is also organized in 'study groups' coordinated by the National Institute of Education. Counselors participating in a study group choose a subject they are interested in and then work on this subject.

EMPLOYMENT SERVICE OF SLOVENIA

Employment advisers traditionally have higher levels of education (three years of post-secondary education) but the number of advisers with a four-year university diploma is growing.

Career counselors in the ESS are mostly psychologists with a few exceptions who have been working in the field for many years. At vocational information and counselling centres (VICCs) there are very few extra staff at information desks who have secondary education or a university degree (where only one person covers all tasks). They provide information to clients, help them find information resources; refer them to counselors, etc. (counselling services in VICC is provided by ESS counselors).

In recent years (from 1999 to 2005) all ESS career counselors have had intensive training in guidance lasting three weeks a year from 1997 to 1999 (as part of Phare Pilot Vocational information and counselling centre project) and one week from 2000 to 2005. Five training modules on guidance have been developed: counselling interviews, counselling for adults, labour market training, module on the use of new guidance methods (computerized career guidance tool *Kam in kako*) and a train-the-trainers module. The experts of the ESS have developed some other training modules, for example on the psychological theories of career development, etc. In 1998 a team of four internal trainers were nominated to train all ESS employment and career counselors. The number of training days decreased in 2005 due to a reduced budget and now one internal trainer works at the ESS.

CENTRES FOR GUIDANCE IN ADULT EDUCATION

Staff providing counselling in centres for adult guidance (ISIO centres) has university degrees. They are *andragogues*, pedagogues, sociologists or psychologists.

Initial and further training for these counselors is provided by the Slovenian Institute for Adult Education. Each year 90 hours of staff time are devoted to counselors' training.

9. FINANCING: INVESTMENT IN HUMAN RESOURCES

9.1 FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

As public institutions, public vocational and technical schools are funded from the national budget. Funds are provided by the Ministry of Education and Sports in the framework of its financial plan which is an integral part of the national budget. Schools report to the ministry on the number of students and propose the organization of jobs by categories according to the corresponding norms and standards. If justified, the ministry signifies the agreement and schools receive funds for salaries and running costs on a monthly basis. This monthly amount varies from school to school and it depends on the number of students and the type of programmes.

Investments and upkeep are determined by an annual plan that, on the proposal of schools, is defined by the Ministry of Education and Sport based on certain priorities and the scope of funds in the national budget. For these purposes, the government adopts special annual plans and budgets. Based on the law, the schools also receive extra funds necessary for the upkeep of the school buildings.

Under the law, schools as public institutions can also carry out activities not determined as public services. The scope of these activities depends on the space and human resource capacities of schools. In this way, schools are able to obtain additional funding by selling their products and services on the market. Additional funds received in this way should be used to strengthen basic school activities (running costs, upkeep and investments). If the minister agrees, part of these additional funds can be used for salaries.

Vocational education and training is also financed by other State sectors, as well as individuals and employers/companies.

9.2 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING AND ADULT LEARNING

9.2.1 FUNDING FOR PUBLICLY PROVIDED CVET

Total public expenditure for formal education represented 5.21% of GDP in 2007, which means it decreased from 5.67% in 2006 (SORS, 2009). Data on expenditure for continuing vocational education (CVET) and adult education (AE) as a percentage of GDP has been estimated to be less than 0.1 % (1999).

The only direct and indirect costs that are fully covered by public finances are those for primary education of adults and education and training of unemployed. Even though the legislation prescribes all other adult education to be financed via three main financial sources (employers, individuals and public finances) the Government has been refunding the money to individuals who invested money into raising their level of education (employed individuals included) during the past few years. No reliable evidence of the contribution from each source is available. Regarding data from the international adult literacy survey (IALS) and research of the Slovenian Institute for Adult Education (SIAE) in 2004, employers (nearly 70% in 1998 and 2004) and individuals (25% in 1998 and 20% in 2004) bear the largest share of the costs of education and training.

PUBLICLY FUNDED CONTINUING VOCATIONAL EDUCATION AND TRAINING AND ADULT EDUCATION

The funds from different public sources intended for financing CVET and adult education are administered and allocated by different ministries, responsible for human resource development. The Ministry of Education and Sports and the Ministry of Labour, Family and Social Affairs decide on the use of the funds, including European funds, in the adult education annual plan adopted by the government. In 2008 the budget of the Ministry of Labour, Family and Social Affairs was 22 060 925 EUR and the budget of the Ministry of Education and Sport is 13 931 589 EUR. The instruments used for the distribution are the programmes of public agencies. For the labour market, it is the Employment Service of Slovenia (EES). For adult and continuing education the agencies are the National Institute for Adult Education, the National Institute for Vocational Education and Training, the National Examination Centre and other authorized institutions. Public tenders and public invitations to AE providers are also used for distributing funds.

Funds under the authority of the Ministry of Education and Sports are still directed exclusively at the supply side, either to providers of training programmes or research and development institutions. Development of new training programmes/courses, new approaches in adult education, carrying out infrastructural activities, etc. are also financed from this source. The funds of the Ministry of Labour, Family and Social Affairs are directed at the demand side (individuals and/or enterprises, such as travel costs, learning material, meals, activity contribution) and the supply side (development of new initiatives, programmes and projects).

A new reallocation fund for CVET and AE was established in 2007 - the public fund for human resource development and study grants (Public fund). Funds earmarked in budgets of different ministries (Labour, Education, Higher Education, Science and Technology, and Industry) will be distributed by the Public fund, with the aim of improving employability, developing excellence in science, strengthening cooperation with industry and science, and for study grants. In addition to public funds there are plans to secure funding from enterprises, European Funds, and other sources. Among instruments determined by the Public fund, the most significant are those aiming at developing top knowledge and putting its achievements into practice. It seems that CVET and AE will remain marginalized and key problems in financing and distributing funds will not be overcome.

With development of the knowledge-based economy, it is important that the gap in access to education and training between those with higher levels of qualifications and those with lower levels be addressed within the funding mechanisms. It is also important that funding addresses the problem of increasing educational achievements among adults. There is room for improvement when it comes to allocation of funding for continuing and adult education in order to ensure quality, access and equity. It has been suggested that the two financial instruments for allocating funds to AE, annual plans and public tenders tend to hinder realization of the objectives defined in the adult education master plan and measures aimed at improving employability by education and training. The procedures for approving annual plans and implementing public tenders could be shortened (they take up to eight or nine months) and thus providers wouldn't be placed in a difficult position regarding both implementation of programmes (only a couple of months is left for conducting some programmes) and their own financial situation (they are not paid for several months and have to take bank loans).

9.2.2 FUNDING FOR CVT IN ENTERPRISES

GENERAL INFORMATION

The main measures for fostering access to CVET consists of financial incentives from public funds (the Employment and Unemployment Insurance Act, made operational by measures in Active Employment Policy) and special employment policy measures to combat economic downturn.

Employers can access co-financing of the training of employees:

- for education and training of newly employed workers;
- for training and retraining of redundant workers (including covering part of the costs of training and retraining of permanently redundant workers in the period of the termination notice); and
- for training and retraining of workers whose jobs are threatened due to their education and qualification deficits.

Education and training co-financed from public funds can have the form either of general publicly-recognized education and training or training for firm-specific skills and competencies, developing ICT competences.

The act on protection at work requires that employers regularly provide their employees with training for safety at work. It is automatically assumed that the costs of training are paid for by employers.

Employers are obliged by collective agreements to cover direct costs (tuition fee, learning materials, travelling costs and costs of subsistence) as well as indirect costs (remuneration of wages and salaries for the time of absence from work due to training) of the training that they initiate. Individuals themselves finance education and training mainly when it is not in the interest of their employer. Sometimes, they are also forced to co-finance training needed at work, mostly in the form of investment of their spare time.

There are no schemes such as levy schemes, taxation deductions or learning accounts implemented by the state that can motivate employers and employees to undertake any greater investment in human capital.

Training leave schemes

According to collective agreements the time spent in employer-initiated training organised during work time is considered time spent at work. When the training is organised outside work time, the employer and the employee should agree who is to bear the related costs.

The Labour Relations Code states that a worker who participates in education and training in line with the needs of the production process to maintain, improve and expand his/her professional competencies related to his/her work or to keep their employment, but also a worker who participates in training in line with his/her personal interests, has the right to be absent from work to prepare and sit for exams. If this right is not regulated in collective agreements, the worker is entitled to be absent from work on the days when he/she first sits for exams. According to collective agreements, when training is linked to one's work or to preserving one's employment the remuneration of the wage/salary for the time of absence due to the training is covered by the employer.

The General Collective Agreement for the business sector states that an employee who participates in formal education programmes in line with their employer's interest is entitled to paid absence from work in order to prepare for exams. The length of absence depends on the level of education and varies from 2 to 5 days. They are also entitled to be absent on the day of the exam. In addition, they have the right to several days of absence for individual educational levels (from 7 for maturity or final exam to 20 for preparations to defend a doctoral work).

The rights and obligations of the employee and employer linked to the employee's training are regulated by individual contract.

Specific information

The investment of employers in workers' training has not been significantly reduced. Official data show that those employed in the public sector have the best opportunities for education and training. In 2005 more than 70% of employees in public, financial services and education participated in training, while in agriculture, manufacturing and construction participation was far below the national average (between 20% and 30%).

The Ministry of Labour, Family and Social Affairs financially supports the training of the employed individuals. To this end the following programmes have been implemented:

- Education and Training of the employed for a more competitive position and employability for the period of 2008 - 2010; and Education and Training of the employed for a more competitive position and employability - year 2008. In 2008 the budget for this programme is 2 800 EUR.
- Training for more employability in the period of 2009 - 2010. In 2009 10 000 000 EUR has been allocated to these activities and 2 000 000 EUR in 2010.
- "Dreams come true with knowledge" for the period from 2007 till 2013. The budget for this activity is 11 400 000 EUR.

Data on education and training in enterprises were collected in 1999 through the CVTS2 survey carried out by the Statistical Office of Slovenia, and the same methodology was applied in 2005 (Eurostat, 2006). The comparison shows the rise in enterprises which provide training (from 48% to 66.7% of all enterprises), rise of participation of employees in training (from 43% to 54%). However at the same time there was a decline in the amount of funds allocated for formal and non-formal training in total labour force by 0.17 percentage points (from 1.3 % to 1.13 % of total labour expenditure) as well as a decline of average costs of training per participant by 15%, from SIT 64 000 to SIT 54 583. In 2005, employers provided about 17 hours paid training per employee (SORS, 2005). The CVTS2 data further show that 38% of firms and enterprises invest in the qualifications of their workforce according to their global human resource development strategies; about 40% of organizations had such strategies developed in their own organizations (SORS, Rapid reports, No 83/2002). Generally, employers and managers decide what kind of training is in the interest of the enterprise and who is to undertake training. Recent research findings have shown that the vast majority of education and training - formal and non-formal - financed by employers is related to work (*Mohorčič Špolar et al., 2001*).

The same findings reveal that employers tend to invest primarily in their core workers who are expected to contribute most to the productivity and competitiveness of the firm. Poorly educated workers in less-skilled positions who are easily replaceable have only limited access to paid education and training. There are no measures promoted by the

State or social partners to stimulate employers to invest more in the qualifications of this last category.

Public funds partially finance groups of employees who are either in danger of losing their jobs or who are already temporarily or permanently redundant. There are no joint funds from social partners dedicated to education and training of the employed. A private fund exists only in the crafts sector. It is financed exclusively by employers; they contribute 1% of gross earnings.

The Social Agreement 2007/09 signed in 2007 by representatives of the government, employers and trade unions may bring new developments to improve investment in education and training in enterprises. For example, on financial support for developing key competences of workers, new incentives to support employers who invest in the education and training of their employees, establishing a training fund of employers and further implementing the investors in people standard.

9.3 FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

The rights connected to the status of unemployed people - including the right to education and training - are financed by public funds, partly through contributions of the employed from their wages and salaries, partly from employers as a percentage of payrolls collected in the national budget, and partly from other State budget sources. Approximately 10% of the funds needed to finance the rights connected to unemployment are collected in this way. As a rule, full direct and indirect costs of training of the unemployed are covered by public finances.

The measures and public funds intended for financing education and training of the unemployed are determined in the budget of the Ministry of Labour, Family and Social Affairs and further developed by the active employment policy programme and the plan and regulations for its implementation. The Employment Service of Slovenia (ESS) is in charge of preparing the catalogue of active employment policy measures (based on the above documents). Funds for implementing the catalogue are transferred to the ESS. The ESS is in charge of selecting the unemployed for training and the providers of education and training. The providers are selected via public tenders, public invitations or directly by ESS, while unemployed people have the right to education and training based on their individual employment plan.

Participants in these programmes are entitled to free health and safety insurance. Since they lose the status of an unemployed person, they also lose the material benefits connected to that status. As students they obtain the right to study grants in line with the regulations on study grants in initial education. The catalogue of active employment policy measures brings a new instrument to offer activities to the unemployed - the 'activity grant', which entitles all unemployed people to take part in any employment active policy programme longer than 100 hours (employment excluded).

People who terminate their training before completing the programme for unjustified individual reasons are required to return all or part of the costs of the training programme together with a defined interest rate.

The government also implemented the programme called *Institutional Training and preparation for National Vocational Qualifications from 2009 till 2015*. The programme's purpose is to raise employability by raising educational level, level of training and key competences. Key target of the programme are the unemployed individuals who will

receive training and education at the educational institutions. The budget for the programme is approximately 22 800 000 EUR.

A list of Active Employment Policy (AEP) measures along with planned budget from 2008 - 2013

MEASURE	2008	2009	2010	2011	2012	2013
COUNSELLING AND AID WHEN SEARCHING FOR EMPLOYMENT	2 596 603	2 856 264	2 986 094	3 115 924	3 245 754	3 375 584
EDUCATION AND TRAINING	12 518 776	13 770 656	14 396 595	15 022 534	15 648 473	16 274 412
ENCOURAGING EMPLOYMENT AND SELF-EMPLOYMENT	13 857 361	15 243 097	15 935 965	16 628 833	17 321 701	18 014 569
PROGRAMMES FOR ENCOURAGING SOCIAL INCLUSIVENESS	19 863 128	21 849 441	22 842 597	23 835 754	24 828 910	25 822 06
TOTAL	48 835 868	53 719 458	56 161 251	58 603 045	61 044 838	63 486 632

Source *Measures of Active employment policy 2007 - 2013*, http://www.ess.gov.si/SLO/DEJAVNOST/Programi/apz_2007_2013.pdf

9.4 GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

As far as the grants are concerned the employers and government can provide them through the Human Resource Development Fund. Concerning the tax incentives in Adult Education anyone who finances his own education is exempt from tax.

There are no schemes such as levy schemes, taxation deductions or learning accounts implemented by the state that can motivate employers and employees to undertake any greater investment in human capital.

10. NATIONAL VET STATISTICS - ALLOCATION OF PROGRAMMES

10.1 CLASSIFICATION OF NATIONAL VET PROGRAMMES

10.1.1 MAIN CRITERIA USED TO ALLOCATE VET PROGRAMMES

In 2006, the government adopted a Decree establishing a classification system of education and training (KLASIUS, Official Gazette 46/2006), which represents one of the formal foundations for creating Slovenia's framework of qualifications. KLASIUS is an obligatory national statistical standard, used in administrative databases, as well as in statistical research and registers. This classification is based on teaching activities, learning outcomes, entry conditions and duration of courses. All qualifications are included in these levels, from primary to doctoral qualifications.

KLASIUS consists of two subsystems, the first one is the classification of kinds of activities/outcomes of education and training (KLASIUS-SRV) and it classifies activities and outcomes in accordance with eight levels. The second subsystem is the classification of fields of activities/outcomes of education (KLASIUS-P) and it classifies activities and attainments in accordance with their contents.

KLASIUS-SRV is based upon the international classification of education ISCED-1997 (concept of educational activities - input concept) and upon the concept of latest Qualifications Framework (concept of learning outcomes - output concept). KLASIUS-SRV categories are not directly comparable with the ISCED-1997 level categories since KLASIUS-SRV contains an 8 level scale, with descriptors who define an individual level. The structure of levels, including the number of levels, is derived from the national practice, but upgraded with the latest developmental directions.

10.1.2 VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

LEVEL	EQUIVALENT IN ISCED	MINIMUM DURATION	MAXIMUM DURATION	AVERAGE DURATION	TYPICAL STARTING AGE OF PUPILS
SHORT-TERM VOCATIONAL EDUCATION (LEVEL 3)	3C	2 years	2 years	2 years	15
VOCATIONAL SECONDARY EDUCATION (LEVEL 4)	3C	3 years	4 years	3 years	15
TECHNICAL SECONDARY EDUCATION (LEVEL 5)	3B	4 years	5 years	4 years	15
VOCATIONAL TECHNICAL EDUCATION (LEVEL 5)	3B	2 years	2 years	2 years	18
VOCATIONAL COURSE (LEVEL 5)	4B	1 year	1.5 years	1 year	19
HIGHER VOCATIONAL EDUCATION (LEVEL 6/1)	5B	2 years	2 years	2 years	19-20

10.2 FIELDS OF EDUCATION AND TRAINING

LEVEL	FIELDS OF EDUCATION/STUDY
<p>UPPER SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION (ISCED 3, 4)</p>	<p style="text-align: center;"> Agriculture Forestry Textiles Chemistry, pharmacy, rubber processing and non-metals Wood processing Construction Catering and tourism Economics Paper and printing Electrotechnics and computer science Metallurgy and mechanical engineering Transport and communications Mining Health care Teacher training Culture Grammar schools Personal services </p> <p style="text-align: center;"> The education programmes in upper secondary education (all programmes) are classified according to the National educational classification of educational fields. </p>
<p>TERTIARY EDUCATION (ISCED 5,6)</p>	<p style="text-align: center;"> Education Humanities and arts Social sciences, business and law Science, mathematics and computing Engineering, manufacturing and construction Agriculture and veterinary Health and Welfare Services </p> <p style="text-align: center;"> The education programmes in tertiary education are classified into the fields of education according to International standard classification of education 1997. </p>
	<p style="text-align: center;"> In Slovenia the new classification, KLASIUS (Klasifikacija področij izobraževalnih aktivnosti/izidov - classification system of education and training) will have been introducing soon. All educational programmes at all levels of education, are be classified into 8 broad fields: </p> <p style="text-align: center;"> 0 General programmes 1 Education 2 Humanities and arts 3 Social sciences, business and law 4 Science 5 Engineering, manufacturing and construction 6 Agriculture 7 Health and Welfare 8 Services </p>

10.3 LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

In 2006, the government adopted a Decree on the institution and use of a classification system of education and training (KLASIUS), which represents one of the formal foundations for creating Slovenia's framework of qualifications. This classification is based on eight levels. All qualifications are included in these levels, from primary to doctoral qualification. Classifications cover teaching activities, learning outcomes, entry conditions and duration of courses.

The social partners and the Ministry of Labour, Family and Social Affairs (MDDSZ), the Ministry of Education and Sport (MŠŠ), the Ministry of Higher Education, Science and Technology backed the idea of Slovenia supporting the implementation of the European Qualification Framework in accordance with the recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning.

Slovenia will shortly start the project of developing the Slovene Qualifications Framework, financed from the ESF. The main aims of the project are the establishment of connections between the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF); and the development, implementation and promotion of a NQF in all professional fields. A governmental project group will be established, whose main tasks will be the determination of a National Reference Point (NRP); and the ratification of the methodology and criteria for setting the Slovene qualifications (certificates, diplomas) into EQF and ratification of Slovene Qualifications Framework.

11. AUTHORS, SOURCES, BIBLIOGRAPHY, ACRONYMS AND ABBREVIATIONS

11.1 AUTHORS

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11.3 LIST OF ACRONYMS AND ABBREVIATIONS

AE	Adult Education	<i>Izobraževanje odraslih</i>
AEP	Active Employment Policy	<i>Aktivna politika zaposlovanja</i>
CERŠ	Centre for counseling and development of students	<i>Center za svetovanje in razvoj študentov</i>
CMEPIUS	Centre of the Republic of Slovenia for mobility and European educational and training programmes	<i>Center RS za mobilnost in evropske programe izobraževanja in usposabljanja</i>
CPI	Institute of the Republic of Slovenia for Vocational Education	<i>Center RS za poklicno izobraževanje</i>
CVTS2	Continuing Vocational Training Survey	<i>Anketa o nadaljnjem poklicnem izobraževanju in usposabljanju</i>
ELGPN	European Lifelong Guidance policy network	<i>Evropska mreža za politike vseživljenskega izobraževanja</i>

EQF	European Qualifications System	<i>Evropski kvalifikacijski okvir</i>
ESF	European Social Fund	<i>Evropski socialni sklad</i>
ESS	Employment Service of Slovenia	<i>Zavod RS za zaposlovanje</i>
ISIO	Adult Education Guidance Centres	<i>Informativno svetovalna dejavnost v izobraževanju odraslih</i>
KLASIUS	Classification system of education and training	<i>Klasifikacijski system izobraževanja in usposabljanja</i>
LFS	Labour Force Survey	<i>Anketa delovne sile</i>
LLL	Lifelong learning	<i>Vseživljensko izobraževanje</i>
MDDSZ	Ministry of Labour, Family and Social Affairs	<i>Ministratvo za delo, družino in socialne zadeve</i>
MŠŠ	Ministry of Education and Sport	<i>Ministrstvo za šolstvo in šport</i>
NQF	National qualification framework	<i>Nacionalni kvalifikacijski okvir</i>
NRP	National reference point	<i>Nacionalno informacijsko središče</i>
NVICC	National Resource Centre for Vocational Guidance	<i>Nacionalni center za informiranje in poklicno svetovanje - NCIPS</i>
NVQ	National Vocational Qualifications	<i>Nacionalne poklicne kvalifikacije</i>
OIN	Personal Education Plan	<i>Osebni izobraževalni načrt</i>
p.p.	Percentage point	<i>Odstotna točka</i>
PPS	Purchasing power standards	
RS	Republic of Slovenia	<i>Republika Slovenija</i>
SIAE	Slovenian Institute for Adult Education	<i>Andragoški Center Slovenije - ACS</i>
SORS	Statistical office of the Republic of Slovenia	<i>Statistični urad RS - SURS</i>

UMAR	Institute of macroeconomic analysis and development	<i>Urad RS za makroekonomske analize in razvoj</i>
VICC	Vocational information and counseling centres	<i>Center za informiranje in poklicno svetovanje - CIPS</i>

ANNEX I

STUDENTS IN HIGHER VOCATIONAL EDUCATION BY COLLEGES AND MODE OF STUDY, ACADEMIC YEAR 2008/09				
HIGHER VOCATIONAL COLLEGES		TOTAL	FULL-TIME	PART-TIME
VOCATIONAL COLLEGE OF CATERING AND TOURISM BLED	public	526	364	162
VOCATIONAL COLLEGE OF CATERING MARIBOR	public	442	357	85
DOBA MARIBOR, VOCATIONAL COLLEGE		976	144	832
EŠ NOVO MESTO, VOCATIONAL COLLEGE	public	318	197	121
ŠC SLOVENJ GRADEC, VOCATIONAL COLLEGE	public	440	286	154
PKŠ CELJE, VOCATIONAL COLLEGE	public	592	379	213
ETŠ BREŽICE, VOCATIONAL COLLEGE	public	174	98	76
EŠ MURSKA SOBOTA, VOCATIONAL COLLEGE	public	334	263	71
LEILA LJUBLJANA, VOC. COLLEGE FOR BUSINESS SECRETARIES		139		139
IRC LJUBLJANA, VOCATIONAL COLLEGE		333		333
CPU LJUBLJANA, VOCATIONAL COLLEGE		180		180
VOCATIONAL COLLEGE ACADEMIA MARIBOR		355		355
GEA COLLEGE, VOCATIONAL COLLEGE LJUBLJANA		290		290
B2 EDUCATIONAL CENTER, VOCATIONAL COLLEGE LJUBLJANA		365		365
ABITURA CELJE, VOCATIONAL COLLEGE		350		350
ZARIS LJUBLJANA, VOCATIONAL COLLEGE		337		337
VOCATIONAL COLLEGE OF MULTIMEDIUMS LJUBLJANA		320	189	131
INTER-ES LJUBLJANA, VOCATIONAL COLLEGE		206		206
IZ HERA LJUBLJANA, VOCATIONAL COLLEGE		96		96
LAMPRET CONSULTING NOVA GORICA, VOCATIONAL COLLEGE		172		172
B2 EDUCATIONAL CENTER, VOCATIONAL COLLEGE MARIBOR		153		153
ŠC POSTOJNA, VOCATIONAL COLLEGE	public	338	178	160
IC MEMORY, VOCATIONAL COLLEGE DUTOVLJE		95		95

<i>IC MEMORY, VOCATIONAL COLLEGE KOPER</i>		124		124
<i>B&B, EDUCATION AND TRAINING, VOCATIONAL COLLEGE KRANJ</i>		348		348
<i>GEA COLLEGE, VOCATIONAL COLLEGE PIRAN</i>		48	1	47
<i>B2 EDUCATIONAL CENTER, VOCATIONAL COLLEGE PRIMORSKA</i>		5		5
<i>MUCH EDUCATION LJUBLJANA, VOCATIONAL COLLEGE</i>		74		74
<i>EURO SCHOOL, VOCATIONAL COLLEGE</i>		27		27
<i>GEA COLLEGE PTUJ, VOCATIONAL COLLEGE</i>		60		60
UPPER SECONDARY MUSIC AND BALLET SCHOOL LJ., VOCATIONAL COLLEGE	public	10		10
POLICIJA, VOCATIONAL COLLEGE	public	60	60	
<i>B&B KAMNIK, VOCATIONAL COLLEGE</i>		49		49
ŠC CELJE, VOCATIONAL COLLEGE	public	854	403	451
ŠC NOVO MESTO, VOCATIONAL COLLEGE	public	868	321	547
ŠC VELENJE, VOCATIONAL COLLEGE	public	708	397	311
<i>ICES LJUBLJANA, VOCATIONAL COLLEGE</i>		207		207
ŠC PET LJUBLJANA, VOCATIONAL COLLEGE	public	522	398	124
SCHOOL OF WOOD TECHNOLOGY MARIBOR, VOC. COLLEGE	public	254	195	59
PŠ MARIBOR, VOCATIONAL COLLEGE OF TRANSPORT SERVICES	public	737	385	352
<i>IRZ IZRAZ LJUBLJANA, VOCATIONAL COLLEGE</i>		243		243
EDC KRANJ, VOCATIONAL COLLEGE	public	178		178
VOCATIONAL COLLEGE OF MECHANICS ŠKOFJA LOKA	public	308	150	158
TŠC NOVA GORICA, VOCATIONAL COLLEGE	public	407	352	55
<i>B&B, EDUCATION AND TRAINING, VOC. COLLEGE LJUBLJANA</i>		101		101
ŠC PTUJ, VOCATIONAL COLLEGE	public	551	284	267
TŠC KRANJ, VOCATIONAL COLLEGE	public	437	228	209
ŠC RAVNE, VOCATIONAL COLLEGE	public	115	76	39
ŠC SREČKA KOSOVELA SEŽANA, VOCATIONAL COLLEGE	public	99	69	30
SCHOOL OF FOOD TECHNOLOGY MARIBOR, VOCATIONAL COLLEGE	public	222	187	35
CENTER GRM NOVO MESTO, VOCATIONAL COLLEGE	public	163	123	40
ŠC ŠENTJUR, VOCATIONAL COLLEGE	public	288	199	89

SCHOOL OF HORTICULTURE AND VISUAL ARTS CELJE, VOCATIONAL COLLEGE	public	174	133	41
BIOTECHNICAL EDUCATIONAL CENTER, VOCATIONAL COLLEGE LJ.	public	330	219	111
BIOTECHNICAL SCHOOL KRANJ, VOCATIONAL COLLEGE	public	138	96	42
<i>SKALDENS LJUBLJANA, VOC. COLLEGE FOR DENTAL SANITARIAN</i>		23		23
TOTAL		16,263	6,731	9,532
STRUCTURE		100.0	41.4	58.6
HIGHER VOCATIONAL EDUCATION COLLEGES BY OWNERSHIP		No	%	
PUBLIC INSTITUTIONS		29	51.8	
PRIVATE INSTITUTIONS		27	48.2	
TOTAL		56	100	
STUDENTS IN COLLEGES		Total	Full- Time	Part-Time
PUBLIC		10,121	6,198	3,923
PRIVATE INSTITUTIONS		6,082	533	5,549
TOTAL		16,203	6,731	9,472

Private Colleges In Italic

28. April, 2009, Prva Objava

[Http://Www.Stat.Si/Novica_Prikazi.Asp?Id=2311](http://Www.Stat.Si/Novica_Prikazi.Asp?Id=2311)

ANNEX II

HIGHER EDUCATION STUDENTS BY MODE OF STUDY AND HIGHER EDUCATION INSTITUTIONS, SLOVENIA. ACADEMIC YEAR 2008/09			
MODE OF STUDY	TOTAL	FULL-TIME	PART-TIME
HIGHER EDUCATION INSTITUTIONS - TOTAL	98,128	71,194	26,934
1 UNIVERSITY OF LJUBLJANA	60,284	47,916	12,368
12401 UNIVERSITY COLLEGE OF HEALTH CARE	1,901	1,489	412
13101 FACULTY OF ARTS	7,788	6,838	950
13102 FACULTY OF ECONOMICS	8,352	5,232	3,120
13103 FACULTY OF LAW	2,191	1,456	735
13104 FACULTY OF SOCIAL SCIENCES	4,775	3,441	1,334
13105 FACULTY OF SPORT	1,325	1,179	146

13109 FACULTY OF EDUCATION	2,733	2,282	451
13110 THEOLOGICAL FACULTY	774	637	137
13115 FACULTY OF PUBLIC ADMINISTRATION	1,369	749	620
13116 FACULTY OF SOCIAL WORK	3,070	1,816	1,254
13205 FACULTY OF MECHANICAL ENGINEERING	2,616	2,428	188
13206 FACULTY OF ELECTRICAL ENGINEERING	2,788	2,580	208
13211 FACULTY OF ARCHITECTURE	1,232	1,081	151
13212 FACULTY OF CIVIL ENGINEERING AND GEODESY	2,142	1,656	486
13213 FACULTY OF CHEMISTRY AND CHEMICAL TECHNOLOGY	1,857	1,581	276
13214 FACULTY OF MATHEMATICS AND PHYSICS	1,337	1,170	167
13215 FACULTY OF NATURAL SCIENCES AND ENGINEERING	1,879	1,486	393
13220 FACULTY OF COMPUTER SCIENCES AND INFORMATICS	1,719	1,554	165
13221 FACULTY OF NAVAL AND MARITIME TRANSPORT	1,277	984	293
13309 BIOTECHNICAL FACULTY	3,826	3,691	135
13310 VETERINARY FACULTY	456	456	-
13410 FACULTY OF MEDICINE	1,912	1,912	-
13430 FACULTY OF PHARMACY	1,171	1,170	1
14101 ACADEMY OF MUSIC	553	477	76
14102 ACADEMY OF FINE ARTS	514	455	59
14103 ACADEMY OF THEATRE, RADIO, FILM AND TELEVISION	106	106	-
15401 INTERDISCIPLINARY STUDIES (UL)	621	10	611
2 UNIVERSITY OF MARIBOR	23,363	16,356	7,007
23106 FACULTY OF EDUCATION	1,495	1,139	356
23107 FACULTY OF ECONOMICS AND BUSINESS	3,436	2,523	913
23108 FACULTY OF ORGANIZATIONAL SCIENCES	2,790	1,136	1,654
23111 FACULTY OF LAW	1,676	866	810
23117 FACULTY OF CRIMINAL JUSTICE	1,738	693	1,045
23123 FACULTY OF ARTS	2,015	1,749	266
23216 FACULTY OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE	2,555	2,167	388
23217 FACULTY OF CIVIL ENGINEERING	1,281	1,193	88
23218 FACULTY OF CHEMISTRY AND CHEMICAL ENGINEERING	559	454	105
23219 FACULTY OF MECHANICAL ENGINEERING	1,318	1,033	285
23224 FACULTY OF LOGISTICS	1,353	970	383
23231 FACULTY OF ENERGY TECHNOLOGY	646	597	49
23229 FACULTY OF NATURAL SCIENCES AND MATHEMATICS	184	108	76

23311 FACULTY OF AGRICULTURE AND LIFE SCIENCES	748	695	53
23440 FACULTY OF MEDICINE	493	426	67
23441 FACULTY OF HEALTH SCIENCES	1,076	607	469
3 UNIVERSITY OF PRIMORSKA	6,490	3,637	2,853
32403 UNIVERSITY COLLEGE OF HEALTH CARE	661	461	200
33113 FACULTY OF HUMANITY STUDIES	966	860	106
33118 FACULTY OF MANAGEMENT	2,270	900	1,370
33127 FACULTY OF TOURISM STUDIES PORTOROŽ	749	535	214
33119 FACULTY OF EDUCATION	1,651	695	956
33230 FACULTY OF MATHEMATICS, NATURAL SCIENCE AND INFORM. TECHNOL.	193	186	7
4 UNIVERSITY OF NOVA GORICA	725	661	64
42302 HIGH SCHOOL FOR VITICULTURE AND ENOLOGY	72	67	5
43122 SCHOOL OF HUMANITIES	126	126	-
43225 SCHOOL OF APPLIED SCIENCES	12	12	-
43226 SCHOOL OF ENVIRONMENTAL SCIENCES	111	111	-
43227 SCHOOL OF ENGINEERING AND MANAGEMENT	256	197	59
43228 GRADUATE SCHOOL	148	148	-
9 SINGLE HIGHER EDUCATION INSTITUTIONS	7,266	2,624	4,642
92112 GEA COLLEGE OF ENTREPRENEURSHIP	677	274	403
92113 COLLEGE OF BUSINESS ADMINISTRATION	791	391	400
92114 COLLEGE OF BUSINESS AND MANAGEMENT	48	32	16
92115 ARTHOUSE - COLLEGE OF VISUAL ARTS	2,212	300	1,912
92116 COLLEGE OF COMMERCIAL STUDIES	953	9	944
92118 COLLEGE OF ACCOUNTING	52	2	50
92201 COLLEGE OF POLYMER TECHNOLOGY	71	39	32
92202 COLLEGE OF TECHNOLOGIES AND SYSTEMS	65	43	22
92203 ENVIRONMENTAL PROTECTION COLLEGE	95	57	38
92204 HIGHER SCHOOL OF APPLIED SCIENCES	136	26	110
92404 COLLEGE OF HEALTH CARE JESENICE	242	131	111
92405 COLLEGE OF HEALTH CARE NOVO MESTO	160	69	91
93112 ISH, GRADUATE SCHOOL OF THE HUMANITIES	44	44	-
93114 POSTGRADUATE SCHOOL OF STATE AND EUROPEAN STUDIES	64	62	2
93120 SCHOOL OF MANAGEMENT - IEDC	41	-	41
93121 EUROPEAN FACULTY OF LAW IN NOVA GORICA	704	434	270
93124 FACULTY OF APPLIED SOCIAL STUDIES	198	147	51

93125 INTERNATIONAL SCHOOL FOR BUSINESS AND SOCIAL STUDIES	388	293	95
93126 FACULTY OF MEDIA SCIENCES	25	2	23
93223 JOŽEF STEFAN INTERNATIONAL POSTGRADUATE SCHOOL	173	173	-
93232 FACULTY OF INFORMATION STUDIES	127	96	31